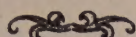


# The North Central Association Quarterly



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# THE North Central Association QUARTERLY

Vol. IV

DECEMBER, 1929

No. 3

## News Notes and Editorial Comments

By C. O. DAVIS

### THE NEXT MEETING

The next annual meeting of the Association will be held at the Hotel Stevens, Chicago, March 18-21, 1930.

### FOLLOW-UP PROCEDURES

The Committee on Standards for Use in the Reorganization of Secondary School Curricula (Professor L. W. Webb, Northwestern University, Chairman) is planning a very extensive investigation into the uses made of, and the values derived from, the various curriculum studies which have been issued and distributed widely during the past three years by the Commission on Unit Courses and Curricula. It is hoped that all schools which have purchased these reprints will continue to co-operate with the Committee by reporting in full detail the effects of them in improving instruction.

### THE CURRICULUM REPRINTS

There are still available considerable numbers of each of the curriculum studies made by the Commission on Unit Courses and Curricula. All persons interested in securing copies should, however, order them at once, as the type and plates are soon to be destroyed. After

this is done, of course no further orders for this material can be accepted. Send request (enclosing ten cents for each reprint desired) to C. O. Davis, Editor of the Quarterly, Room 4012, University High School Building, Ann Arbor, Michigan.

### THE PROCEEDINGS

By vote of the Editorial Board, "carefully edited" proceedings of the meetings held in March, 1929, were ordered printed in the Quarterly. Certain portions of these minutes appeared in the September issue of our magazine. The remaining sections are included in this number.

### FORMAL ADDRESSES

This issue of the Quarterly is given over largely to the publication of a number of papers prepared for, or delivered in, the meetings of the Association held last March. They constitute a fine collection of studies and views on many topics.

### COOK'S STUDY

Some three years ago, Professor William A. Cook, of the University of Cincinnati, formerly very active in North

Central Association affairs, was asked by the Quarterly Editorial Board to prepare an extensive comparative study pertaining to the organization and work of the several standardizing agencies to be found in the United States. It is with keen pleasure that the Board publishes this body of research material in the present issue of the Quarterly. The study is voluminous, shows painstaking efforts, and certainly will give all readers a comprehensive view of the development and influences of our regional accrediting associations.

### THE MARCH QUARTERLY

The March Quarterly, 1930, will of course contain much information respecting the program and the problems which are to be considered in the annual meeting. However, the major portion of that issue, it is planned, will concern itself with a full and detailed report on the achievements of the graduates of secondary schools in 1928 who, the following autumn, entered institutions of higher learning. This report is being prepared by a committee headed by Dean C. R. Maxwell of the University of Wyoming.

### COMMITTEE TO STUDY HIGH SCHOOLS

The Secretary of the Interior, Ray Lyman Wilbur, has announced the appointment of a consulting committee of nine which will assist the Commissioner

of Education in the direction of a nationwide study of high schools, junior high schools, and junior colleges.

The last Congress authorized such a study and appropriated \$50,000 for the current fiscal year.

The members of the consulting committee are:

H. V. Church, principal, Township High School, Cicero, Ill., and secretary of the department of secondary school principals, National Education Association.

Elwood P. Cubberley, dean, School of Education, Leland Stanford Junior University, Stanford University, California.

James B. Edmonson, dean, School of Education, University of Michigan, Ann Arbor.

Charles H. Judd, director, School of Education, University of Chicago, Chicago, Ill.

Charles R. Mann, director, American Council of Education, Washington, D. C.

A. B. Meredith, commissioner of education, State of Connecticut, Hartford.

John K. Norton, director of research, National Education Association, Washington, D. C.

Joseph Roemer, professor of secondary education, University of Florida, Gainesville.

William F. Russell, dean, Teachers College, Columbia University, New York, N. Y.

The recommendations of the Commissioner of Education for the organization call also for an advisory committee committee of thirty.

## Excerpts from the Official Minutes of the Association taken Friday Forenoon, March 15, 1929

**PRESIDENT EARLY:** The program this morning has been arranged by the Commission on Higher Education. The first number on the program is the report of the Commission on Institutions of Higher Education by President Zook.

**MR. GEORGE F. ZOOK:** Mr. President and Members of the Association: This body is known as a working body, and I think that you will agree it is entitled to that appellation when you hear the rather large amount of business which has been performed by the Commission on Higher Institutions during this meeting and the last year.

In fact, it is entirely possible that the amount of it may almost be confusing. I remember a few days ago hearing an interesting story about a professor of economics, who was being remonstrated with by his dean to the effect that it might be a good thing if he would ask his students to do some outside reading. The professor replied that he tried that once and found that the students got so mixed up and confused, he decided not to do it any more. I hope that that will not happen in the case of this report.

The Commission on Institutions of Higher Education wishes to submit the following report of its activities for the current year:

The recommendations concerning the accredited lists have been approved by the Executive Committee and are here presented under the terms of the new Constitution for your information. In accordance with custom, based on instructions from the Commission, all cases of accrediting were first heard in detail and passed upon by the Board of Review consisting of the following persons: The Chairman of the Commission, President Gage, the Vice Chairman, Dean Boucher of the University

of Chicago, the Secretary of the Commission, Principal George Buck of the Shortridge High School of Indianapolis, Dean John R. Effinger of the University of Michigan, President W. P. Morgan of the Western State Teachers College, and Reverend Father William F. Cunningham of St. Thomas College.

Following the recommendations of the Board of Review the following actions were taken by the Commission affecting the accredited list:

The following colleges ordered re-inspected last year were continued on the accredited list:

Marshall College  
Michigan Central State Teachers College, Mount Pleasant  
Southeast Missouri State College, Cape Girardeau, Missouri  
Northeast Missouri State Teachers College, Kirksville, Missouri  
Northwest Missouri Teachers College, Maryville, Missouri  
Sterling College, Kansas  
Tarkio College, Missouri

The following colleges newly applying were added to the accredited list:

Colorado School of Mines  
University of Tulsa, Oklahoma  
Valparaiso, Indiana  
Wisconsin State Teachers College, Milwaukee

The following teachers' colleges now accredited as teacher training institutions, institutions what we sometimes speak of as the third list of accredited institutions, were transferred to the list of colleges and universities, the first list, in accordance with action taken by the Commission and the Association two years ago:

Colorado Western State Teachers College, Gunnison, Colorado

Illinois State Normal University, Normal, Illinois

Michigan Northern State Teachers College, Marquette, Michigan

State Teachers College, Oshkosh, Wisconsin

Under the second list of accredited institutions, namely the junior colleges, the following junior colleges which were ordered reinspected last year were continued on the accredited list:

State Agricultural and Mechanical College, Monticello, Arkansas

St. Joseph Junior College, Ottumwa, Iowa

St. Mary's College, Leavenworth, Kansas

The following junior colleges newly applying were added to the accredited list:

State Agricultural and Mechanical College, Magnolia, Arkansas

LaSalle-Peru Junior College, LaSalle, Illinois

Little Rock Junior College, Little Rock, Arkansas

Muskegon Junior College, Muskegon, Michigan

Under the action of the Commission one year ago it was voted to discontinue the list of teacher training institutions in 1931, but one of the teacher training institutions, the Fairmont State Normal School at Fairmont, West Virginia, ordered reinspected last year was continued on the accredited list.

This list is read for your information, and I should like to say that the members of the Commission feel that we have extended a proper honor to these institutions, some of which have been with us before, but some of which have not been. They are among those that we regard as the select institutions of this area.

There were also certain other applications which were declined. Up to this time we have read the lists of those institutions at this time and published them in the Quarterly. According to the action of the Executive Committee, which seems to me to be entirely proper, it was decided not to do that any more. I may say, however, that there were

three colleges newly applying for accrediting whose applications were declined; five teachers' colleges applying for transfer from the teacher training list to the list of colleges and universities were declined, and five junior colleges newly applying for accrediting were declined. I can only say that it is the hope of the Board of Review and of the Commission that these institutions will be with us next year in proper shape so that they may be added to the list of honor that I have read in your hearing.

I do not know whether all of you are acquainted with the fact that according to the regulations of the Commission on Higher Institutions we gather statistics of institutions of higher education every three years, in what is called the triennial report. That triennial report was published in the last number of the Quarterly, and has naturally caused a good deal of discussion among the institutions which were listed.

It is the purpose of the triennial report to bring to the attention of the institutions the possible deficiencies which they have under the standards which we have at the present time. If there is any purpose in such a statistical report, it is that those institutions which meet the standards to the least degree may be subject to reinspection.

However, it was felt that there were, I am sorry to say, certain errors in the statistics, and also that they are now, as is nearly always the case in connection with statistics of any kind, one year old. It was felt, therefore, that before any action should be taken relative to the reinspection of these institutions, the group that appeared to be meeting the standards to the least degree should have an opportunity to demonstrate whether or not the situation wasn't a bit different than appeared on the present statistics.

So the Secretary of the Commission was instructed to request each of thirty institutions now on the accredited list, twenty-two colleges and eight junior colleges, to submit replies on the regular statistical blank of the Commission in October, 1929, to ascertain whether the situation in the institutions is substan-

tally the same as at the time indicated on the regular triennial blank.

On the basis of this report the Board of Review was empowered to order a reinspection of any or all of them for report at the annual meeting in 1930. It is my hope and expectation that this list of thirty or more will be substantially reduced. We have no purpose to make a reinspection where there seems no good purpose to be served.

The next items to which I wish to call your attention are subject to the action of this body. They are actions which affect the standards now used by the Commission on Higher Institutions.

It was voted that the last sentence in Standard No. 6 for colleges be omitted. The sentence reads as follows: "Institutions which have teachers whose schedules exceed this number (that is, sixteen recitation hours or their equivalent per week per instructor) must report the facts annually to the Secretary of the Commission on Institutions of Higher Education."

The observation was made in the Commission that this has never been followed out by the institutions or by the Secretary, and that is is entirely an unnecessary annual report.

It was also voted that the second sentence in Standard No. 7 for colleges be omitted. The sentence reads as follows: "Institutions which have classes of larger size (that is more than thirty students) shall report the facts annually to the Secretary of the Commission." I observed in the Commission that if that standard had been followed out, as it has not been followed by any institution or by the Secretary, practically every institution in the Association would have to report annually to the Secretary, and I further observed that the Secretary has some other things to do than to receive letters of that kind from 260 institutions in the area.

It was also voted that the second sentence in Standard No. 5 for junior colleges be omitted, which is exactly similar. The sentence reads as follows: "Junior colleges having classes of larger size (that is more than thirty students)

shall report the facts annually to the Commission."

Finally, that the following standard be added to the standards for junior colleges. It is a standard exactly similar to that which is now used by the regular colleges and universities, and, in effect, we have been using it in accrediting the junior colleges, but it has never been a part of the standards for junior colleges. "The character of the curriculum, the efficiency of instruction, the scientific spirit and the tone of the institution shall be factors in determining eligibility for accrediting."

There is one more amendment to another standard which I desire to read. Standard No. 6 for colleges and universities be amended as follows: Between the words "teaching schedules" and "exceeding sixteen hours" add the words "including classes for part-time students." The sentence will then read: "Teaching schedules, including classes for part-time students, exceeding sixteen hours or their equivalent per week per instructor will be interpreted as endangering educational efficiency."

Mr. Chairman, these changes and amendments to the standards of colleges and universities and of junior colleges have been approved by the Commission on Higher Institutions and recommended to the Executive Committee; as a part of the report of the Executive Committee, I am authorized to say that the Executive Committee recommends to this Association the changes which I have read in your hearing. I move that this Association approve these changes.

PRESIDENT EARLY: The action of the Association then would be to adopt the recommendations as made, or, in case there is disapproval, to refer the matter back to the Executive Committee. What is your pleasure?

... The motion was regularly seconded ...

PRESIDENT EARLY: Is there any discussion?

MR. LEUTNER (Western Reserve University, Cleveland, Ohio): I should like to ask a question with regard to the proposed amendment to Standard No.

6. Does the phrase "including classes for part-time students" mean evening teachers?

MR. ZOOK: Yes it does.

PRESIDENT EARLY: Are there other questions?

... The question was called for, was put to a vote and carried ...

MR. ZOOK: I might say that one of the chief purposes for that amendment to the standard was to cover evening school classes. This followed an extensive report of a committee which has been under way during the last three years.

I now read certain other actions which are for your information. Voted that the junior college of Kansas City, Missouri, with no loss of accredited standing, be given authority to conduct educational experiments embracing the relationship between the secondary school and junior college curriculum. It is understood that the technical standards having to do with units and hours of credit may be disregarded, but that academic achievement represented by such units and hours of credit will in all respects be maintained, provided that, in order to assure the maintenance of proper junior college standards, the junior college of Kansas City, Missouri, shall be required to report annually on the progress of the experiment to a committee to be appointed by the Chairman of the Commission on Institutions of Higher Education, which committee shall report to the Commission itself.

I may say that this is a resolution almost identical with two resolutions which have hitherto been adopted by the Commission relative to a similar experiment at Stephens College, Columbia, Missouri, and to another at Joliet, Illinois. Under the authority of the Constitution, this is authorized when it is reported to and approved by the Executive Committee, which has been done.

The Commission has a very important Committee on Athletics which has reported this year for the first time. It was voted that the report of the Committee on Accrediting Athletic Confer-

ences be received, the Committee continued, and the Chairman of the Commission be authorized to appoint two additional members.

Those of you who were in attendance at the Commission meeting yesterday morning will recall a very interesting discussion which promises a great deal for the development of athletics as a part of the educational program of institutions of higher education.

Voted that the report of the Committee on Evening and Extension Education be received, the Committee discharged, and the following resolutions adopted. These resolutions are subject to the action of this body:

1. That all instruction for part-time students enrolled in courses for college credit at accredited higher institutions of this Association be done on the same or equivalent standards as that for students enrolled in the regular session. Deficiencies in this field of work, as in other divisions of the institution, will be regarded as sufficient cause for refusal to recommend the accrediting of an institution.

2. That the acceptance of an institution as an accredited institution by this Association automatically accredits the work of its courses for college credit for students in extension work on the same basis as in the regular divisions of the institution, provided that not more than thirty semester hours of extension work be credited toward a degree, and that at least one year be spent in residence towards such a degree.

This is a part of the action which was taken in connection with the report of the Committee on Extension and Evening Education. The other part that I read in your hearing a few moments ago affected directly the standards. This is more in the nature of an interpretation of standards, and I think it is probably subject to the action of this body, and I offer it to you now for your action.

PRESIDENT EARLY: What is the pleasure of the Association regarding this recommendation?

MR. E. C. ELLIOTT (Purdue University, Lafayette, Ind.): I move its adoption.

... The motion was regularly seconded ...

MR. F. W. SCHNEIDER (Morning-side College, Sioux City, Iowa): Are we to understand that the thirty hours of extension work may be considered work done off the campus?

MR. ZOOK: The word "extension" as here used means, according to my interpretation, any kind of instruction for part-time students. That would include evening session students, students that were enrolled in extension classes away from the campus, and correspondence study students.

MR. A. B. STORMS (Baldwin-Wallace College, Berea, Ohio): Do you include summer session work or not?

MR. ZOOK: I think that the interpretation of the Commission would be that summer session work is a part of the regular session of the institution.

MR. LICKEY (Clarkmont): How should we interpret Saturday work conducted in the classes?

MR. ZOOK: That is a part of the work of the Committee and has been specifically included as part-time students. I did not use that phrase in connection with the report here.

MR. FRENSY (Indiana): Do these thirty hours have reference to graduate work or undergraduate work?

MR. ZOOK: They have reference only to undergraduate work and do not include graduate work.

MR. LEUTNER (Western Reserve University, Cleveland, Ohio): If we may accept only thirty hours of evening college work toward a degree and require only thirty hours in residence, where are they going to get the other sixty hours? If your minimum residence requirement is thirty and your maximum for evening work is thirty hours, does that really mean you require ninety hours of residence?

MR. ZOOK: Yes.

PRESIDENT EARLY: Is there further discussion?

MR. LEUTNER (Western Reserve University, Cleveland, Ohio): I should like to ask whether any other standardizing agency has set so low a limit on evening college work for a degree.

MR. ZOOK: As far as I know, no other standardizing agency has acted upon this in any way, and therefore I regard this as the highest standard which has ever been adopted.

I am corrected by a gentleman representing the Association of Teachers' Colleges who states that exactly the same standard has been adopted by that organization.

PRESIDENT EARLY: Is there further discussion?

... The question was called for, was put to a vote and carried ...

MR. ZOOK: One of the most interesting committees which the Commission has had in operation during the last two or three years relates to the matter of faculty scholarship. This has been a very important question in connection with our work because in all probability the standard relating to faculty scholarship has been observed in the least satisfactory manner.

It was voted that the report presented by the Committee on Faculty Scholarship be received, the Committee discharged, and the report approved by the Commission and recommended to the Association for adoption.

This report includes the report on this subject adopted by the Association of American Colleges at its last meeting in Chattanooga. Those of you who attended that meeting will recall that this report is somewhat lengthy. Therefore, I am going to beg the indulgence of this body not to read it at this time. The report will be published in full in the next issue of the Quarterly, and, following that, at the annual meeting one year hence, it will be in order to move its adoption without its being read at length before this organization.

Another important committee which has been in operation during the last year relates to financial standards for institutions connected with the Catholic church. It was voted that the Com-

mittee on Report of Financial Standards for Catholic Institutions be received, and the Committee continued.

Another important committee relates to library standards. It was voted that the report of the Committee on Library Standards be received, and the Committee continued.

In addition to the Committee on Faculty Scholarship, which was a Committee of the Commission, there has been in existence during the last few years another exceedingly important committee which, legally speaking, is a Committee of the Association as distinguished from a Committee of the Commission on Institutions of Higher Education. Two years ago, or a little over a year ago, I should say, the work of this Committee was also assigned to the Commission on Higher Institutions by the Executive Committee of the Association, and this Committee has been working in cooperation with the Committee of the Commission on faculty scholarship.

It was voted to approve and transmit to the Association for action the recommendations of the Committee on Professional Training. I believe that this is a matter which, properly speaking, is subject to the action of this body. I am reading to you only the recommendation of the Committee.

The Committee desires to make two recommendations as follows (the first relates to reports from the colleges which are members of the Association):

1. This Association shall require each member of collegiate rank to report upon the following items relative to the professional equipment of its faculties:

(a) The professional training of the faculties of its undergraduate colleges.

(b) The professional training of all newly appointed members of its faculties.

(c) The measures taken by the institution to provide, encourage and require professional training for its faculty after first appointment.

There was a considerable amount of

discussion in the Commission as to whether there should not be some regular procedure of doing this from time to time, or every three years, or something of that sort. It was finally voted that it should be done, for the present, simply this one time, leaving it to the Commission and to the Association to decide whether it should be done at some succeeding time or at regular intervals in some way or other.

2. This Association shall require its members of collegiate rank to report all the activities it employs in studying its own problems by scholarly methods. The problems covered by this requirement shall include matters of student personnel, curricula, instruction, organization and administration.

The second recommendation relates to graduate training and is in harmony with the action of the Association of American Colleges. It is recommended that this Association invite the cooperation of the universities having graduate schools in the Association of American Universities to the end that graduate students preparing for college teaching shall be better prepared for their future work.

In presenting the matter to the officers of such universities, attention should be called to the following facts:

(a) Approximately seventy-five per cent of all holders of the Ph. D. degree find their vocations in college teaching.

(b) There is an obvious tendency to bring the problems of higher education within the province of scholarly investigation to extend the methods of experimental study to many matters wherein personal judgment and experience only have hitherto been the criteria for practice.

(c) Recent years have witnessed the development of a large literature bearing upon the problems of college education.

(d) This literature covers a wide range of specific matters which may be roughly grouped under four heads as follows:

1. Student personnel
2. College curricula

3. College instruction
4. College organization and administration

An acquaintance with this literature is a desirable equipment for every college teacher, and the proper time for an introduction to it is the period devoted to graduate training.

In view of these facts, the universities training college teachers should be requested to provide, in regular courses, for the study of this literature by such graduate students as intend to teach in colleges, and the pursuit of such study should be encouraged by the responsible administrative officers.

I believe, Mr. Chairman, that this report with its recommendation is now before this Association for adoption.

PRESIDENT EARLY: What is the Association's pleasure regarding this report?

... Motion for adoption was regularly made and seconded ...

PRESIDENT EARLY: It is open for discussion or question.

... The question was called for, was put to a vote and carried ...

MR. A. B. STORMS (Baldwin-Wallace College, Berea, Ohio): Inasmuch as this is in line with a similar action of the American College Association, the approach should perhaps be a joint one, representing this Association and the American College Association.

MR. ZOOK: I might say that I am going to introduce a motion immediately, which in effect will provide for that. This is a motion which I desire to present: That the Committee on Professional Training be continued as a Committee of the Commission on Higher Institutions to report one year hence at the sessions of this Commission.

If you wish to so have the amendment that it will carry on this work in cooperation with the committee of the Association of American Colleges, I shall be glad to incorporate that in the motion.

MR. A. B. STORMS (Baldwin-Wallace College, Berea, Ohio): Perhaps that is not necessary.

MR. ZOOK: I might say that we have quite definite plans to do that, but I see no reason why it should not be incorporated in the motion, and I will so include it.

... The motion was regularly seconded ...

PRESIDENT EARLY: Is there any discussion?

... The question was called for, was put to a vote and carried ...

MR. ZOOK: At a meeting of the Executive Committee of the Association not very long ago the Commission on Institutions of Higher Education was authorized to take up the matter of annual reports on the part of institutions of higher education as to the success of graduates of secondary schools as an annual procedure of this Association. I might say that there is now under way, at the suggestion and authority of the Executive Committee, a second such study as this. I do not know exactly what progress has been made. The earlier one was published in part a few years ago, and this is a second such study that is making a certain amount of progress at this time.

In view of that fact, the Commission on Higher Institutions felt that it would be unwise to approve studies of this character as an annual matter until we had the results of the second study which is now under way.

I wish, therefore, to read the resolution that was adopted by the Commission on Higher Institutions. This was presented to the Commission in the form of a resolution to go ahead and do this:

That each higher institution member of the Association should send to the Association at the end of the first term or semester a transcript of record of each freshman who entered from a secondary school member, and should send a duplicate of each transcript to the high school principal concerned. Each transcript of record and its duplicate should show the courses pursued, the credit earned in each course in terms of semester hours, the grades received, and the average grade of all students in each course pursued.

The Association should send to each secondary school member a tabular report showing the relative degree of success of students from all secondary school members in all higher institutions.

The action upon this resolution, which was offered to the Commission, was: "Voted that the report be referred back to the Committee for submission to the Commission at a later time, after the Committee has had the benefit of studies now being conducted in this connection."

Last year and this year, during the course of the proceedings of the Commission on Higher Institutions a great deal was said relative to the possibility of adopting in the early future new types of standards for measuring institutions of higher education, standards which in effect would measure the product of the institution rather than its machinery. That Committee was authorized a year ago, but on account of the large amount of work which the Commission has had under way prior to that time, no such committee was appointed or set to work this last year.

We are exceedingly anxious during the ensuing year to proceed with that. It was therefore voted to continue the authorization of last year to appoint a Committee on Revision of Standards. It was voted that the report of the Committee on Teaching Load, relative particularly to hours of laboratory instruction, be received, and the Committee discharged. Inasmuch as that Committee made no recommendation relative to a change in standards, it was not necessary to bring it to the attention of this body at this time.

You may recall the action of this Association last year relative to the securing of a national study on secondary education to be financed by the federal government. A report, I understand, will be made to this organization at a later time relative to that matter. There has been a good deal of agitation in the last few months to have a study of this sort succeeded by one on the teacher training problem. Therefore the Commission adopted the following resolution: "Voted to recommend to the As-

sociation cooperation with all agencies, including the Association of Teachers' Colleges (which, I believe, initiated this resolution) to promote an approach to the federal government for an appropriation looking toward a national study of teacher training."

Mr. Chairman, I believe this is subject to the action of this body.

PRESIDENT EARLY: A motion for the adoption of this resolution is in order.

MR. W. P. MORGAN (Western State Teachers College, Macomb, Ill.): I so move.

... The motion was regularly seconded ...

PRESIDENT EARLY: Is there any discussion?

... The question was called for, was put to a vote and carried ...

MR. ZOOK: The last item of business of the Commission was the election of officers, and following this rather large grist of business, it was in no shape to change its mind about matters relative to the officers, and therefore voted to re-elect the present officers of the Commission as follows:

Chairman: H. M. Gage, Coe College

Vice-Chairman: C. S. Boucher, University of Chicago

Secretary: George F. Zook, University of Akron.

## MINUTES OF THE FRIDAY AFTERNOON SESSION

March 15, 1929

PRESIDENT EARLY: The program this afternoon is provided by the Secondary Commission. The first two items, as you find them printed, will be given as a single report by Mr. Brown, the Secretary of the Commission.

MR. C. C. BROWN: On the program there are two topics for which I have been made responsible. In the interest of logical arrangement I prefer to treat the second one first and the first one second.

My report is a report of the Commission on Secondary Schools. Most of it is for your information. A small part

of it is for your confirmation, if you please.

I have been asked many times, even since I came here, as to just what the Commission of Secondary Schools is composed of. I find that even some members of the Commission do not know, and I imagine there isn't any very definite information on the part of the Association at large as to what the Commission on Secondary Schools is or how it is composed. The Constitution of the Association provides that the Commission on Secondary Schools shall be made up of or shall include the inspector of high schools for each of the state universities within the territory, if there be such inspector; if there be none, then some one appointed by the president of the university to take his place.

The second member is the high school supervisor or the high school inspector from the state department of education. The third member is a high school principal from each state. This high school principal is elected by this Association, and by your action on the report of the Secretary of the Executive Committee you made those elections this morning.

You will note then that there are three members from each state, supposedly. It happens that in one state, Colorado, the high school visitor for the University of Colorado is, by appointment, through courtesy, the high school supervisor for the state department. Consequently there are only two members from Colorado. I suppose that in case of a tie vote this one member would have two votes, but that condition has never arisen, I suppose due to the fact, as you will note if you examine the fact, that both the members of that committee in Colorado belong to that great family of Browns.

In addition to the five members representing the twenty states, there are eighteen members-at-large, six of whom are elected each year for a term of three years. By your action on Mr. Edmonson's report this morning you elected six members-at-large. Our membership then is seventy-seven members re-

presenting the twenty states.

The Commission met on Monday evening for its first meeting. We expected a good attendance at that meeting, and we had twice as many people as we expected, which was very encouraging. At this meeting we had an opportunity to present the problems which have arisen during the year, and it makes a time when and a place where some one who comes with an idea on his chest can get it off without doing any material damage. Then when we meet again on Tuesday and Wednesday, we can get down to business.

The officers of the Commission consist of a President and Secretary. These are elected by the Commission. The officers of last year were re-elected for the coming year.

On Tuesday we met for the appointment of reviewing committees and took up our work of reviewing the annual reports. We send out a four-page report blank to each of the accredited high schools within the territory. These are collected by the state committees, analyzed by the state committees, recommendations are made, and they are brought here. Then each one of the blanks is gone over by a committee, sometimes by two or three persons, to determine whether or not we can accept, as a Commission, the recommendations that have been made by the state committee.

There were 2,291 high schools that submitted these blanks to the Commission this year. There were 2,164 of these schools that were already accredited, and 127 were applying for accrediting. The Commission recommended that 90 of the 127 applying for accrediting, be accredited, and that 37 of them be rejected.

I shall read a list of the new schools that have been accredited this year, by states.

. . . Mr. Brown then read the list of the new schools that were accredited this year . . .

MR. BROWN: These were read for your information. The Executive Committee has approved the list.

Eleven of the 2,164 schools were found to be violating a standard, one or more of the standards for the second successive time, and were dropped, having been warned last year to make the necessary improvements. Ten schools have been discontinued, so that 21 high schools that were on the accredited list last year will not be found there next year.

The total list for next year will include 2,256 schools. There were 173 schools warned for the first violation of one or more standards. One of the principal problems we have is the modification, revising of our standards governing the accrediting of high schools. We have made very few changes in the standards this year. Our principal work was to reclassify them under certain heads. We now have for our government certain rules which we call policies, others which we call regulations, others which we call standards, and others which we call recommendations.

Policies are rules governing procedure of the Commission of Secondary Schools. The number of policies is greater than last year because we have moved some standards and some parts of standards over to the list of policies, where these standards were really rules for governing our procedure. There was one policy, however, which we changed considerably. It is Policy No. 3 of the standards and regulations or rules. It now reads: "Five and six-year high schools may elect to be accredited as such when all standards of the Commission, except Standard 9, are applied to and reported for all grades. Otherwise they will be listed as four-year high schools, and all standards must be applied to and reported for grades 9, 10, 11 and 12."

We found a good many six-year high schools whose teachers overlapped, whose equipment overlapped, schools which were meeting North Central standards throughout, and schools which desired to be accredited as six-year high schools. We had no provision for that before. This is not compulsory at all. It simply gives them the power to elect.

This is the only change in our policies.

A regulation is defined as conditions which a school must meet each year, if its application for accrediting is to be considered at all. There were no changes in those regulations. A part of one of the old regulations was made a policy, and I believe another one was made a standard, but there was no change so far as they applied to the regulation of schools.

A standard is defined as a rule for the government of high schools, which may be violated upon penalty of warning. The policies provide that if the warning is not heeded, and the same standard is violated a second time, the school will be dropped. The eleven schools that were dropped this year were dropped for the second violation of the same standard.

We have slightly modified our Standard No. 7 which relates to the requirements or qualifications of teachers. I think I shall read Standard No. 7 as it now is: "The minimum attainment of a teacher of any academic subject, or of a supervisor of teachers of such subjects, and of the superintendent and principal, shall be college work equivalent to graduation from a college belonging to the North Central Association of Colleges and Secondary Schools. Such requirements shall not be construed as retroactive within the Association."

That is just a slight change in the wording and has not changed the meaning at all. It had to do with the equivalent. Before we said it was equivalent to graduation, instead of college work equivalent to graduation. We found that when we said equivalent, people wanted to substitute experience in most any field, most anything, as a part of a college degree. We have worded it so that it is only collegiate work equivalent to a degree, or which may be considered as making up the equivalent of a degree.

In the report of Mr. Edmonson this morning you probably remember that I was directed to write certain letters to chairmen of state committees regarding this matter of equivalents. This has

been one of the difficult things for us to do, to determine just who it is that does not have a regular degree from an accredited school, who has training equivalent to that.

Standard No. 7-b, which refers to the professional training of teachers has not been changed. We didn't have a 7-c last year, but we moved a policy over to this standard to make it 7-c. "All teachers of academic subjects in new schools and all new teachers of academic subjects in accredited schools must teach in the subjects of the major or minor specialization in college preparation." That much was provided for last year. Then we added this: "A minor is interpreted as consisting of a minimum of ten semester hours." When we left that just majors and minors we found there was no common use of that term; it stood for most anything. Some schools required four hours for a minor when other schools required twenty-five or thirty hours for the same subject. The only way we could arrive at any uniformity was to specify the number of hours.

We have appointed a committee to report to the Commission next year, to study upon the advisability of having a graduate scale. Possibly the same number of hours shouldn't be a major for all subjects, but we didn't know what to do. We studied it as far as we could during the meeting of the Commission and decided that we needed more time.

There are no other changes in the standards. There are absolutely no changes in the recommendations. We define a recommendation as a guiding principle suggested in the interest of improvement in secondary education.

These changes which the Commission has approved are not official until they are passed by this body. I move, Mr. Chairman, that this body approve the changes as read.

... The motion was regularly seconded ...

PRESIDENT EARLY: Is there any discussion?

MR. SIMMONS: Didn't Mr. Brown omit the statement in Standard No. 7,

"within the Association"? Isn't that new?

MR. BROWN: That is not new. Those words were just added. The old standard was that the standards shall not be retroactive. It was the understanding of those who were here, when that was made, that it applied to the whole Association, but is caused some trouble. So now we just put in the words, "It shall not be retroactive within the Association."

PRESIDENT EARLY: Is there further discussion?

MR. WALL (Venice): I should like to ask for information in regard to clause 7-c. In small high schools a teacher might be teaching, say, four different subjects. How could she have a minor of ten hours in all of those as a minimum? What are you going to do when you get a teacher who might have a major and minor in two of them and fall down below in another?

MR. BROWN: That regulation was in operation last year, and where the violation was known, they were warned to get in line by next year.

MR. J. H. ROHRBAUGH (Nichol County High School, Summersville, W. Va.): Does that matter of ten-hour minor refer to a subject or division, say, social science, for example?

MR. BROWN: Ten hours in social science would meet the requirement.

MR. H. J. ROHRBAUGH (Nichol County High School, Summersville, W. Va.): Not ten hours in sociology or ten hours in history?

MR. BROWN: No sir.

PRESIDENT EARLY: Are there other questions?

... The question was called for, was put to a vote and carried ...

MR. BROWN: The other item on the program is a report on the summaries for these high schools. I told you that we sent out these blanks to each of the high schools. These are collected by the state chairmen. The information contained in them is summarized. All of it is sent to the Secretary of the Commission who again summarizes it for the twenty states. I am

sorry I do not have these summaries to pass out to you. The summary will appear in the next issue of the Quarterly.

Regulation No. 1 of the Commission on Secondary Schools provides that no school can be considered for accrediting unless the regular annual report blanks are filled out and filed with the local state committee. These blanks call for statistical information on fundamental features of the school, which, together with recommendations of the inspector, is used as a basis for judging as to whether or not the school is entitled to a place on the list of approved schools.

For a number of years the Secretary of the Commission has summarized these reports. The summary for each year indicates the conditions for that year. A comparison of summaries shows general trends in the development of secondary education.

The summary for 1928-29 follows. It includes the report of 2,167 secondary schools; 2,164 approved schools and 3 schools applying for accrediting, the reports of which were included through error. By comparing his own report with the summary for his state and for the entire North Central territory, each official can determine where and to what extent the school is deviating from normal conditions.

. . . Mr. Brown then read the summary of reports (Paper No. 7) with the following interpolations:

No. 1: Preceding the words, "This would seem to indicate the junior high school movement has about run its course", etc.:

That is, there was one-half of one per cent less of three or four-year high schools this year than last year.

No. 2: Preceding the words, "The enrollment of the school of average size is 433", etc.:

If this organization has been successful in improving secondary education, and that improvement has increased the educational facilities of 1,000,000 high school boys and girls, it seems to me it is worth the trouble and work it takes to keep them going. Of course, it has the same effect upon the higher institu-

tions, but for the high schools alone its influence is tremendous.

No. 3: Preceding the words, "The expenditure on high school libraries for the past year has been \$1,000,404", etc.:

When I first began making up these summaries I felt probably that the great change in the percentage of enrollments was just something temporary, some condition for the time being, but a study of the summary shows that is not true, that they are almost constant; that there is some condition in Illinois which determines that only 13.7 per cent of the pupils shall graduate from the high school, and there is some permanent condition in Minnesota which determines that 21.3 of its pupils shall graduate. I suggested to the Commission that it seems to me it would be an interesting study for some one to find out just what these conditions are that account for the wide variation of extremes.

No. 4: Preceding the words, "Of the 2,167 schools reporting, 834, or 38.5 per cent", etc.:

We found after we got here that a number of the 49 libraries are in the process of being catalogued.

No. 5: Preceding the words, "There are still 14 schools with a school year of less than 36 weeks", etc.:

The Commission took that into consideration this year to determine whether or not we should specify the number of days in which the school must actually be held. We felt we weren't quite ready for that, but evidently that will come sooner or later.

No. 6: Preceding the words, "A period of fifty-five or more minutes indicates an attempt to improve", etc.:

One school in the Association has a recitation period of three hours. I inspected that school a few weeks ago. If I had one-half hour I should like to tell you what they are doing. It is quite interesting to visit a class. I can briefly tell you what they are doing. Without lowering the standards at all they have eliminated all failures. It would take a very dumb individual not to be able to pass an ordinary examination, in that school.

Just how long the recitation period should be, of course, we don't know. I said this is my hobby, the long recitation period and improved methods of instruction. As I said last year, I have come to just one conclusion, and that is, the better the teacher the more time she needs to teach, and there are a good many teachers for whom forty-five minutes is far too long. (Laughter)

No. 7: Preceding the words, "The average of the average minimum salary has increased", etc.:

We find the maximum salary paid in each school in each state. Then we average those and get the average maximum salary for each state. Then we average that for the twenty states and get the average of the average maximum.

No. 8: Preceding the words, "It is seven or approximately one per cent of the new teachers", etc.:

We think that is rather a heavy turnover. It does not seem to be reducing.

No. 9: Preceding the words, "It is very encouraging to notice the tendencies of non-academic", etc.:

The President of the Association, in his address last night, considered the matter of whether or not to mention the desirability of prescribing qualifications for non-academic teachers. The percentage of those non-academic teachers meeting the requirements which we have specified for academic teachers is growing every year. It has now reached 72 per cent so far as degrees are concerned and 88 per cent so far as professional training is concerned. If we don't hurry, they are going to do that themselves before we get to it.

No. 10: Preceding the words, "In the average state the average number of pupils carrying fewer than four subjects", etc.:

It was 17 per cent last year, 17 per cent this year, and, if I interpret the statistics in the March Quarterly concerning colleges and universities, it is 17 per cent there. I was quite surprised to find that the number of classes of more than 30 enrolled in colleges and universities was no greater in proportion

than in the high schools.

I might say right here that while we gather this information because it is interesting and shows trends, we have absolutely no recommendation, no standard governing the size of classes in North Central high schools. This is generally misunderstood. We are accused of placing the maximum size of class so low that it interferes with the freedom of the school, and a great many superintendents and principals work on that basis, while, as a matter of fact, we say nothing about it as a standard or recommendation . . .

MR. BROWN: As I say, this summary will appear in the next issue of the Quarterly, and you will probably get more satisfaction in studying it first hand. (Applause)

PRESIDENT EARLY: There will be a little change in Item 3 of the program this afternoon. Mr. Maxwell was unable to be here, so we are asking Mr. E. L. Miller of Detroit to make the progress report on special study for 1929-1931.

MR. E. L. MILLER: Mr. President, in accordance with the action of the Commission on Secondary Schools meeting in March 1928, the Committee on Special Studies has commenced work on an investigation of the problem of the success of high school graduates in June 1928, in their first semester of college work in 1928 and 1929.

The secondary schools which are members of the Association were requested to furnish the names of graduates attending higher institutions, and the names of the higher institutions at which they were in attendance during the present year. The blank for collecting this information was distributed at the time of the distribution of the annual blanks. Reports have been received from a large number of the schools, and the names are now in process of tabulation, to be submitted to the higher institutions.

The following table gives the number of graduates of secondary schools by states and the number of these graduates that are now registered in higher

institutions. I am not going to read this table but I will read the last line. The number of graduates from public schools in the Association is 104,123, from private high schools and academies 7,314, a total of 147,437. Of these, 50,168 have gone from public high schools to college, 4,029 from private high schools and academies, a total of 54,197. The total number of graduates, in round numbers, is slightly less than 150,000. The total number enrolled in colleges is slightly more than 50,000. The exact figure is 36.7 per cent; that is, 36.7 per

cent of our high school graduates of June entered college last September. These lists of names will be submitted to colleges next month and after the returns are received they will be tabulated in accordance with the technic followed in the study of four years ago. It is hoped that this material will be compiled by the first of next December.

Mr. President, I move that this progress report be received and printed in the Quarterly.

. . . The motion was regularly seconded, was put to a vote and carried. . .

### U. S. Office of Education

You probably noted in the Press that we have gone back to the old name here of the Office of Education, instead of the Bureau of Education. That is based upon the original conception and also upon the fact that we are desirous of getting our educational force here out of the position where it has been running the reindeer of Alaska as part of its function. This Bureau has had to mix in with the domestic affairs of the reindeer. In fact, without the consent of this office it has been difficult to sell female reindeer. We feel that this is carrying educational administration a little too far. We would like to get out of the administration from Washington of the schools of Alaska and put our educational service in the field of fact-finding, research, and studies of that sort.—Excerpt from an address of Secretary Wilbur, October 14, 1929.

## The Teacher Again\*

BY PRESIDENT GEORGE NORLIN

UNIVERSITY OF COLORADO, BOULDER

My colleagues upon the University faculty tell me that the failures in their classes are due to the poor teaching in the high schools, which they allege, send to the university graduates duly approved and diplomatized who are inadequately trained for higher education. Indeed I have heard a professor of chemistry say that he would prefer to get from the high schools students unspoiled by any high school training in chemistry. I have even heard professors of English and of history say the same thing as to their departments. In fact some of them have organized sub-freshman courses in their respective subjects to undo or do what the high schools are supposed to have done or not to have done. On the other hand, I have heard school superintendents and principals say in no uncertain terms that students who fail in the university after graduating from the high school do so because they pass out of the hands of competent teachers into those of instructors who may know something about their subjects but do not possess the training or the intelligence to teach what they know.

Between these opposing views I have found myself somewhat bewildered and confused. There have been moments of exasperation when I have been tempted to exclaim, "A plague o' both your houses." Of course I have never done so; on the contrary, I have up to now put on that fixed smile which as Agnes Repplier points out, is sported by all college presidents and chorus girls in public, and have endeavored, in true presidential fashion, to remain on good terms with both sides. Here and now,

however, I am going to assume that my good friends who stand up for the secondary schools are on the side of the truth, that the teachers in the high schools are exonerated from all blame, and that the college teachers are on trial, if indeed they do not already stand condemned before the world. At any rate I know something about the college teacher. I have been one, and like most college presidents who have stood for some years on the desolate heights to which they have been beguiled by the Father of Lies, I long somewhat wistfully to be down in the vineyard again with my erring mates. I have lived almost daily with the college pedagogue for the best part of my life, and, having done so, I too can see his shortcomings and point them out, albeit, knowing him as I do, I have no desire to add my own raucous voice to the indiscriminate and indiscriminating chorus which is now yapping at his heels.

Early in the history of our Country, and up to not so long ago, the most effective device known to the college pedagogue was the big stick, used without sparing, not vindictively, but prayerfully, for the good of the soul. Quincy tells us in his "History of Harvard" that this discipline was administered with no little ceremony. "The disciplined knelt, the President prayed and the blows were laid on. The services closed with another prayer by the President." It is true that the first head of Harvard College, Nathaniel Eaton, was dismissed because of his use of the cudgel, but that was because he departed from custom. He omitted the prayer, himself administered the discipline, plying in one case for about the space of two hours, not the conventional rod, but, as the court record has it, "a walnut-tree plant big

\*An address delivered before the Association meeting in Chicago, March 15, 1929.

enough to have killed a horse." Besides, there were other shortcomings in the case of Nathaniel Eaton, such as that he was drunk most of the time, embezzled the college money, while his wife "starved and neglected the helpless boarders committed to her care."

Needless to say that in those days the college teacher and his pedagogy were held in awe, not to say in respect. Nowadays, however, the big stick has passed from the hands of the teacher with a vengeance. The teacher—at any rate the college teacher—is now the object of castigation. On every side he is assailed with contumely—this dry-as-dust mummy of a man fatuously attempting to mummify fresh and fervent youth. Yet like Massachusetts, in Webster's famous phrase, "there he stands," and I may add, "his head bloody but unbowed." I sometimes wonder how he "stands." Perhaps it is because he is somewhat out of touch with life. Were he as much alive to the criticism which is being showered upon him, the ridicule even, as he is aware of the progress of scholarship in his own specialty, he would, it seems to me, do one of two things: he would either don a hair shirt in penitence for his sins or a coat of mail against the "slings and arrows of outrageous fortune."

I am not here to deny his shortcomings. Indeed I have in mind to speak of some of them before I get through, but first I think it fair to say that he is the victim of "outrageous fortune." No such creature as the pallid, bloodless ghost of a college professor now conjured upon the stage, in current literature and in the public mind generally, has ever existed in fact, does not now exist, and will, I dare say, never exist.

Let me give you a few examples of the conventional picture. In that ultra-realistic play, "The Front Page," some woman enters a complaint against a peeping Tom. A newspaper reporter, trying to solve the problem, asks her to describe him. She is very vague as to what he looked like. The reporter then asks, "did he look like a college professor?" Of course he "looked like a col-

lege professor,"—and there you are.

Again, some time ago I was riding in the club-car of a transcontinental train. Having just been the proud recipient of an honorary degree from a respected university, I felt the dignity of my calling more than at any time before or since. I found myself in pleasant conversation with a prosperous looking business man, a vender of patent medicines he was. Finally came from him the inevitable question, "What is your business?" I found it difficult to say just what my business was. I had not the ready wit of the President of Smith College, who, in a similar situation, in reply to a travelling salesman who remarked, "My line's skirts, what's yours?" answered like a flash, "My line's skirts too." I could think of nothing so pat, and answered rather lamely, "I suppose you would call me a teacher." He looked at me for a time in blank amazement, and then, wishing to let me down politely, remarked, "You look to me like a man who might make a living at something else."

Finally let me cite an example from current literature, not from the more sensational nickelodeon weeklies, but from a magazine of a more sober sort. I refer to an article entitled "The Harm my Education Did Me," written by a woman who appropriately withholds her name. Having been disappointed in her preparatory education, she went with high hopes to college. There, however, she found the following: "Freshman composition proved to be in the hands of a bent and yellowed creature in rusty black," with curious eccentricities which were explained later when she broke down mentally and lapsed permanently into a pathological condition. So much for her introduction to English composition. In philosophy, she found herself under "an antique ex-minister with a Biblical beard, watery eyes, and a mentality approaching its second childhood. He came cheap, being too old to preach and having a young second wife and a raft of children. While he droned conscientiously like a feeble bumble-bee, we ate chocolates, exchanged messages, and

studied other lessons, not from natural perversity, but because being practical young women, we saw no value in making notes on material which the professor had obviously 'read up' the evening before from our own large, dull green text book."

The above, which appeared in an ephemeral magazine, is now "eternalized" in a book, "The New Leaven," by Stanwood Cobb, who quotes this complaint as giving a typical picture of the American College.

"Angels and ministers of grace defend us!" If I were to read that wail as a typical picture to the students of the University with which I am connected, keen as they are to "get anything on the faculty," they would drown my words with Gargantuan laughter. Perhaps such a college may have existed thirty years ago, though I know of none such, but today when criticism of the faculty has become the favorite indoor sport of students and when college journals are even encouraged in some universities to indulge in that evaluation of courses and professors which only immature students are competent to make, such a college would speedily be gathered to its fathers.

Yet this distorted image of the college teacher remains fixed in the public mind, and I do not fool myself that anything we can say in meetings like this will serve as a corrective. Perhaps Hollywood, which now has become the *fons et origo* of the world's ideas of life and of truth, by presenting a picture of the college teacher as a "red blooded he man," playing poker and drinking bootleg and running away with other men's wives, might rehabilitate him in public esteem as a competent guide, philosopher and friend of flaming youth.

Meanwhile, if only as an academic pastime, it is interesting to ask and try to answer the question why it is that a third of a century ago there was little criticism of the college, whereas now when the equipment and teaching in the college are vastly better than they have ever been, and when the offerings of the college have been incredibly enriched

over the lean curriculum of the day before yesterday, slamming the college and the college teacher has become the all but universal avocation of the American people. I have discussed that question elsewhere\* and can only touch upon it here. Is there, I wonder, something like a state of war? And are the atrocities attributed to the college and to the college teacher explicable as part of the propaganda of war? Can it be that SOCIETY, "writ large," is intent upon taking by storm the citadels of learning? Thirty years ago Society was not covetous of the college. The college was allowed to be a thing apart—a cloistered academy. Now, however, Society is increasingly appropriating the college. Attendance has almost trebled in a decade. Indeed we seem to be moving rapidly towards a point where no American will be well dressed without a collegiate, I will not say a college, education. Would it, then, be brash to say that Society now seems determined to take over the college, to go through it on its own terms, and to carry into and out of it its own sense of values, and that the college is battling with its back to the wall against the demand that it should be as responsive to public taste as, say, the front page of the modern newspaper? I am in theory a Jeffersonian democrat and I believe that in the long run the will of the people will prevail. I am not sure what the deliberate collective wisdom of our people will turn out to be. I do not despair. But I do have a misgiving that Society with its sense of values is more interested in Isadora Duncan than in Madame Curie, more interested in Dempsey than in Einstein, more interested in football than in calculus, more interested in Alpha Beta Zeta than in Phi Beta Kappa, more interested in the "side shows" than in the "main tent," and I fear that this sense of values is reflected upon every college campus in this country.

In any case, it cannot be said that the American college is, what it ought

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\*The Liberal College, *School and Society*, Jan. 22, 1927.

ideally to be, a partnership of younger and older students engaged in a common business. Rather one might almost say, it is an institution of opposing, not to say hostile, trenches, with a rather dreary no-man's land between—in the one trench the faculty with its interest in scholarship and a considerable but unvociferous group of students pressing their cause, and arrayed against them a by no means inconsiderable group of attractive clamorous youth interested in scholarship only\* to the extent of "getting by" and feeling emphatically that college would be a glorious place if there were no professors, no classes, no examinations, but only those interests which by a strange irony have come to be known as student activities.

Well this—let us be honest with ourselves—is the situation. How then shall the problem be resolved? I, for one, avow my incompetency by saying that I do not know. Elimination of the student whose primary interest is not in study is by no means an easy matter, nor, I dare say, has the problem been resolved in those colleges which now practice a rigorous selection. Some one has proposed that we satisfy the ineluctable passion of the American people for a collegiate education by conferring the A. B. degree on every child at birth, and so leave the professor free to break the bread of life to those who are hungry for it. Dean McConn has written a very thoughtful and a most interesting book, entitled "College or Kindergarten," in which he proposes quite seriously, supporting his proposal with very cogent arguments, that we frankly accept the cleavage of which I have spoken as inevitable, that we recognize the claims of both groups, and that we provide separate institutions for them: one a college for "a student body consisting of real students, lovers of learning, fired with intellectual ardor, voluntarily crowding the lecture halls, libraries, and laboratories, rather than the stadium, the dancing floor, and the movies;" the other a college which would be a glorified country club or, as he prefers to call it, "a kindergarten college, a place for

play, mostly innocent and helpful, but very slightly affected by those intellectual values which professors like to suppose the word college should connote."

I can take time to quote only that much from Dean McConn's book, although the little I have quoted is inadequate to convey his feeling. He makes no invidious distinction here between sheep and goats among students. He likes them both and thinks something should be done for both, but insists that they do not flourish in the same flock and that they should be tended and pastured separately.

I commend to you Dean McConn's book, because, unlike some other critics of the Revolutionary school, he keeps his eye on the ball while he swings his club. But I am not sure that the embarrassment of the college is to be resolved—certainly not in our generation—by the simple expedient of the reproduction of colleges through division. For one thing, the goats may not take kindly to being segregated as "super-kindergarteners hunting a playground," and may continue to hurdle the barriers of the sheepfold and to covet the sheepskin which bears the stamp of academic respectability. Anyhow the line of cleavage is not very thoroughly marked, and it may be that some fusion may yet be effected whereby the serious-minded student may find himself in an atmosphere congenial to his purpose, while the student whose main passion is to prolong the days of his infancy may be beguiled into respect for and even into the pursuit of learning, the professor remaining in charge of the "main tent," not as a master, but as a partner with younger students in the business of education. Perhaps if the professor should resist a bit more the tendency to set himself apart from his students—to put away absolutely all childish things—and should seek, instead, to understand, if not to share, their youthful interests and even their immature enthusiasms, then perhaps he might find them more ready and willing to seize and carry on the torch of learning which he holds out to them—a torch, mind you, not merely a ladle of

scholastic erudition having no relation to their lives, but a torch to light them on their way. When we have exhausted our efforts in this direction without avail, then and not till then we may with good grace sue for the divorce of incompatible groups.

Here again, in urging that there may be improvement in college teaching I do not wish to join the hue and cry of the hecklers of the college professor. I know him too well and I regard him too highly for that. Indeed I would hazard the opinion that no more admirable type exists in our civilization. He is, however, human, and, like all human beings, more or less the creature of circumstances.

I have already indicated that he has been the victim of a circumstance which in a short period of time has deluged our institutions of higher learning with a flood of numbers which we have been ill prepared to receive—a flood which has disturbed, if not roiled, the springs of learning. During the same period he has been influenced also by another circumstance—the requirement of extreme specialization. He has been trained in graduate schools which have insisted that he know more than all the rest of the world put together about some one thing and that he publish that knowledge in a thesis which must be a new contribution, and is once in a while a significant contribution, to the archives of civilization. Naturally, then, he has felt constrained to center his attention and his interest upon a narrow, isolated field, often at the sacrifice of broad scholarship and largeness of vision, with the result that a doctor of philosophy fresh from the graduate mint is sometimes as lacking in the ability to “see life steadily and see it whole” as is, for example, any Menckinite whose intimate knowledge of human history is limited to the workings of the Volstead Act and to whom, therefore, the Declaration of Independence is ‘bunk’. Moreover the colleges have themselves aided and abetted this narrowing of the field of vision by making technical research and publication thereof the *sine qua non* of ap-

pointments, promotions, and increases in salary. Is it any wonder, then, since we have it on sacred authority that “where a man’s treasure is there will his heart be also,” that here and there or now and then the professor has looked upon research as his main business and that teaching, like the grasshopper, has become a burden? I am speaking now, not of the research which is a religion—the passion “to follow knowledge like a sinking star beyond the utmost bounds of human thought,” which is the highest work of man and certainly the privilege and duty of the teacher; I am speaking rather of the research which is a fetish—a vastly different thing. The true researcher, like Hippocrates, will always have a passion to teach.

Thirty years ago there was in a certain American college a chair of Ancient and Natural History. That was a bit amusing then, but is more amusing now. We have travelled very far from that synoptic extreme and have now arrived at an extreme equally absurd, though not as yet to ourselves equally amusing—the extreme in our colleges and universities of a rather thoroughgoing disaggregation of scholars and disintegration of learning, wherein the student finds it difficult, not to say impossible, to relate to each other the fragments of knowledge which he picks up in isolated departments, and therefore misses the thrills of the intellectual life.

I do not intend to say that there are not still teachers of broad vision in the college. Happily there are. Happily there are still scholars who can view their special fields of learning in relation to life, scholars who “plucking the flower out of the crannied wall” attempt to see in it and make others see in it “what God and man is,” scholars, I mean, who can teach; and I have noted that such teachers have never failed and do not now fail to interest even those whom Dean McConn terms our “kindergarteners,” and whom Matthew Arnold lovingly called our “young barbarians at play.”

But the trend of higher education has been against this kind of teaching and has carried the college teacher willy nilly

to a point where he himself is dismayed and is beginning to rebel against it. I have quoted before\* and I venture to quote again the protest of one of them, himself a distinguished specialist. He writes: "With the development of our complex modern civilization, those individuals having the greatest intelligence tend more and more to become specialists in comparatively narrow fields. The professor of chemistry is not interested in the details of biological work; even the professor of literature may become so absorbed in the art of presentation as to forget the actual problems of life. The biologist becomes an entomologist or a helminthologist or even a coleopterist or a hematologist, and is bored if anyone discusses a group of animals outside of his particular province. The student of living forms often will not look at their fossil ancestors, while the paleontologist seems almost oblivious of the fact that his subjects were once alive. All this is in a large measure unavoidable and it ill becomes anyone to complain of the specialists, whose gifts to mankind can hardly be overestimated. It is of course true that faculties do not consist entirely of specialists, but the ablest and the most experienced members are mainly of this type. What do they have in common? Not much that can be called intellectual; rather, the superficial things of life, games and amusements, funny stories and light conversation. \* \* \* Let us put it this way: our frivolities unite us; our intellectual labors separate us; in the one field we speak a common language, in the other we are increasingly unintelligible to one another. . . . What can be expected of the students in the presence of such a situation?" And he closes with these impertinent words: "Could we only convert the faculties, who knows what might happen to the students!"

This may be of interest as coming from a professor of systematic zoology in my own University. I might speak also of a searching self-survey made not

long ago by the College of Arts and Sciences of the University of Colorado, which raised some serious questions for our faculty to consider looking to the improvement of teaching, recommending among other things that each department conduct informally a course in pedagogy for its own instructors.\* This may be symptomatic of a general ferment in college faculties, but I am bound to say that the general attitude seems still rather conservative. I should say that the attitude of the average professor who is open minded is admirably expressed by the report made by the Committee of this Association on the Professional Training of College Teachers, two years ago. The professor is, for one thing, standoffish about methodology. He is not impressed, for example, by the intemperate attacks upon the lecture method. He knows, as well as any one else, that to drone out lecture notes to be regurgitated in examinations is vicious pedagogy, but he knows perfectly well that the lecture properly used is an excellent teaching device. Socrates could not and did not use the lecture method, but Aristotle could and did, and both were great teachers. Also he wrinkles his brow at the shibboleths which are flung at him from our schools of education. He does not understand, for instance, why it is a reproach to be a "subject teacher." If he is not a moron, and usually he is not, he knows well enough that to set forth his subject without regard to his audience—to break a stone to his classes and call it the bread of life, and then complain of their lack of appetite—is a futile and stupid thing to do; but he is also alive to the fact that his students expect him, and rightly expect him, not only to understand them, but above all to "know his stuff." He is perplexed by the doctrine that the subject matter which is taught is only important as something on which to sharpen the teeth and claws of our thinking and that the residuum of years upon years of learning is merely the quality of sharpness, or that, as Mr. Bernard Shaw, the great-

\*Integrity in Education and other papers, p. 4.

\*See School and Society, March 17, 1928.

est of all purveyors of half-truths, puts it, "Education is what we have left after we have forgotten all that we have learned." He knows, as every one should know, that this simply is not true; at any rate it is not the whole truth. He is, I say, puzzled but not over impressed by the fusillades of criticism which are for the most part beside the mark. Yet he is no longer complaisant, if ever by and large he was so, about his teaching; he is conscious of the importance and the difficulty of his job, and is disposed to welcome light and leading from any quarter, which will enhance the effectiveness of college teaching.

And yet, may I point out to you in this connection an amusing situation? The professor of physics when he goes to his national meeting participates in a program whose object is to extend the boundaries of knowledge; so with the professor of zoology; so with the professor of literature. The Association of American University Professors, on the other hand, representing all the fields of learning, when it meets, deliberates mainly upon large questions of administrative policy. But when a national convention meets to consider ways and means for the improvement of college teaching, like the meeting of the Association of American Colleges in Chattanooga two months ago, where some two hundred and seventy-five colleges were represented, it is attended mostly by presidents and deans, who *do not teach*.

Let us, however, be of good cheer. It is a mark of progress when presidents and deans, who presumably have something to do with the selection of teachers, place the improvement of teaching foremost in their deliberations. At any rate, the Chattanooga convention, it seems to me, went to the very root of the matter in its urgent petition to our graduate schools to be a bit more conscious of the fact that, since three-fourths of their doctors of philosophy enter the profession of teaching, they are in effect the teacher training institutions for the colleges and universities. The recommendations to the graduate

schools resolved upon by that convention are, I think you will agree with me, as interesting as they are sound:

"That no graduate school admit to candidacy for the doctorate any student intending to engage in college teaching who has not a wide background of intellectual interest and experience."

"That efforts be made to give to each graduate student intending to engage in college teaching an adequate training in methods of teaching as applied to the department of knowledge in which the student is working."

"That each graduate school should offer to students intending to engage in college teaching an adequate and varied optional course in the instructional and administrative problems of the American college."

"That for those graduate students who are intending to engage in college teaching there be an optional quantitative relaxation of the research requirement;" and

"That heads of departments in graduate schools regard it as a part of their task to acquaint themselves with all readily ascertainable evidence as to the teaching ability of their graduate students."

Meantime, while we wait upon the graduate schools to "come over and help us," may I bring this paper to a close by saying that although I am as yet skeptical about the wisdom of putting any straight jacket of methodology upon the professor, being inclined to respect and foster the individuality of the teacher quite as much as that of the student, yet I am tempted to draw from the example of the greatest teachers I have known—men who appealed to and left their touch upon even the most frivolous among their students—certain inferences which may be valid for college teaching, perhaps for all teaching? They have by no means been themselves cast in the same mould nor have they cast their teaching in the same mould, but they seem to me to have had certain things in common. Each of them was a companion of youth, not in their work alone,

but now and then in their play also. Each of them was what I venture to call a high priest of learning. Each of them gave the impression, not unctuously, but simply and unconsciously, of "being about his Father's business." Each felt and made others feel that he was breaking the bread of life. And—what is no less important—each assumed by his attitude and bearing that his students were hungry for that bread. None of them was the author, or could have been the author, of that notorious class-

room quip: "Gentlemen, if you will be patient a few moments longer, I still have a few pearls to cast."

Knowledge of one's subject, not only in itself, but in its relationships, and reverence for that knowledge as an instrument of freedom; knowledge of one's students and reverence for what they have it in them to become—are not these the prime requisites of a pedagogy which may enlist the partnership of our students with us in the common business of education?

### Growth of Junior Colleges

Mr. Carl A. Jessen, specialist in secondary education in the Office of Education, alias the U. S. Bureau of Education, recently reported a study which shows that junior colleges in the United States have increased from 207 in 1922 to 325 in 1927, while the student enrollment within them has increased 121 per cent during that time. Of the 325 institutions, 105 are of a public character, whereas in 1922 there were but 46 such colleges maintained at public expense. California heads with 30 public junior colleges and Iowa is second with twenty.

## Report of Committee on Athletics

After the adoption of the report on Athletics last March it was voted to establish a committee to put the standards into operation. Standards may be applied directly to institutions or institutions may submit evidence of membership in good standing in an accredited athletic conference. If athletic conferences can and will assume responsibility for applying our standards, the administrative duties of the Commission on Higher Education will be greatly reduced. This result is much to be desired in view of the increasing activities of the Commission. However, there are some who believe that we cannot successfully apply our standards by delegating responsibility to athletic conferences; that we should deal directly with the administrative authorities of institutions on whom ultimate responsibility for enforcing standards must rest.

In the existing situation this Committee has proceeded to make plans for accrediting athletic conferences and has done some preliminary work. There are more than thirty athletic conferences in North Central territory. The Secretary of the Committee has communicated with the various conferences and has secured from them copies of their constitutions and rules. Athletic conference rules very generally are confined to regulation of eligibility of athletes. Our standards do not touch on questions of eligibility of individual players. We are interested chiefly in determining the *eligibility of institutions for intercollegiate competition*. Therefore in accrediting conferences we shall look to the constitution of conferences as representing faculties rather than departments of physical education and athletics.

No conferences have been accredited up to date and no comprehensive report on fulfillment of standards has been received from all institutions which were members of this Association prior to the adoption of the standards on athletics. Numerous inquiries on appli-

cation of standards have been received. In this way our standards are doubtless operating to determine institutional policies and practices. Furthermore, institutions applying for inspection and accrediting have been required to fill out reports showing conformity to our standards.

The chairman of the committee has attended meetings of four conferences. The Athletic Directors of Western Intercollegiate Athletic Conferences (Big 10) adopted resolutions commending the standards adopted by the North Central Association as being the same in substance as standards adopted and promoted by the Western Intercollegiate Conference. The directors of the Western Conference furthermore adopted a resolution pledging members of the conference not to hold any athletic relations with any institution in the area of the North Central Association that may be dropped by the North Central Association because of violation of or failure to fulfill the aforementioned athletic standards.

The Illinois Intercollegiate Athletic Conference (Little 19) December 7, 1928, approved the athletic standards of North Central Association in principle and pledged hearty cooperation in an effort to establish those standards as the ideals for the conference. The Mid-West Intercollegiate Athletic Conference in session December 8, 1928 endorsed the standards of the North Central Association and pledged itself to cooperate with the Association in carrying out the standards. The vote was unanimous.

The Iowa Intercollegiate Athletic Conference in session in Des Moines, December 14, 1928 approved the principle of the Athletic standards of North Central Association appointing a committee to draw up suitable resolutions and to present the same at the next business session of the conference next May. The vote was unanimous.

H. M. Gage, Geo. F. Zook,  
J. L. Griffith.

## Progress Report on Special Studies\*

By E. L. MILLER, DETROIT, MICHIGAN

In accordance with the action of the Commission on Secondary Schools meeting in March, 1928, the committee on special studies has commenced work on an investigation of the problem of the success of high school graduates in June, 1928 in their first semester of college work in 1928 and 1929. The Secondary Schools which are members of the Association were requested to furnish the names of graduates attending higher institutions and the names of the higher institutions at which they were in at-

tion of the annual blanks. Reports have been received from a large number of the schools and the names are now in process of tabulation to be submitted to the higher institutions. The following table gives the number of graduates of Secondary Schools by states and the number of these graduates that are now registered in higher institutions:

This table reveals the fact that 36.7% of the graduates of June entered college in September. These lists of names will be submitted to colleges in April

State	NUMBER OF GRADUATES IN 1928			NUMBER OF GRAD- UATES ENTERING COLLEGE		
	Public	Private	Total	Public	Private	Total
Arizona .....	1,433	40	1,473	666	28	694
Arkansas .....	2,207	85	2,292	920	43	963
Colorado .....	5,316	123	5,439	2,144	62	2,206
Illinois .....	20,394	2,080	22,474	7,361	1,178	8,539
Indiana .....	9,739	309	10,048	3,149	244	3,393
Iowa .....	9,415	227	9,642	2,819	117	2,936
Kansas .....	8,044	269	8,313	2,876	118	2,994
Michigan .....	12,371	741	13,112	4,494	390	4,884
Minnesota .....	7,769	449	8,218	2,847	284	3,131
Missouri .....	8,167	944	9,111	3,062	551	3,613
Montana .....	2,234	7	2,241	717	4	721
Nebraska .....	5,514	141	5,655	1,446	....	1,446
New Mexico .....	1,053	14	1,067	472	3	475
North Dakota .....	2,146	33	2,179	915	10	925
Ohio .....	21,289	1,292	22,581	7,566	660	8,226
Oklahoma .....	6,603	54	6,657	2,818	26	2,844
South Dakota .....	2,410	61	2,471	935	29	964
West Virginia .....	3,319	28	3,347	1,480	....	1,480
Wisconsin .....	9,514	417	9,931	3,137	282	3,419
Wyoming .....	1,186	....	1,186	344	....	344
	140,123	7,314	147,437	50,168	4,029	54,197

tendance during the present year. The blank for collecting the information was distributed at the time of the distribu-

tion of the annual blanks. Reports have been received from a large number of the schools and the names are now in process of tabulation to be submitted to the higher institutions. The following table gives the number of graduates of Secondary Schools by states and the number of these graduates that are now registered in higher institutions:

\*This report was made at the time of the annual meeting in Chicago, March 14, 1929.

## Some of the Advantages to be Derived by a High School that is a Member of the North Central Association\*

1. Membership in the North Central Association places an institution in an honor group of schools.
2. It strengthens and crystalizes public opinion in favor of an efficient school system.
3. It assists the Superintendent and High School Principal in securing the support and cooperation of the Board of Education in maintaining high standards and in the development of better school facilities.
4. The North Central Association is a leading agency in the improvement of education. The organization is the most generally recognized standardizing agency for high schools and colleges in the North Central states, if, indeed, it does not rank first in prestige in the United States. In the educational world, therefore, recognition by the North Central Association means the same as high ranking by Dun or Bradstreet in the field of finance and business.
5. Membership is a guarantee to parents and to members of the local board of education, who may not be familiar with the details of educational policy and procedure, that the school is conducted in accordance with generally accepted principles which are considered by educational experts to be the minimum essentials to satisfactory achievement.
6. The North Central Association Quarterly presents the combined thought and work of twenty of the progressive states of the country in school procedure. The Quarterly furnishes members adequate information about the Association, which in turn, exemplifies a democratic school system in operation.

(signed) COMMITTEE:

W. H. Gemmill, Chairman.

Roy Gittinger.

J. N. Deahl.

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\*This is the report of a committee which the Commission on Secondary Schools requested should be appointed at the time of its annual meeting in Chicago in March, 1929.—The Editor.

## A Major Problem of the Commission on Secondary Schools

By F. C. LANDSITTEL, CHAIRMAN, COLUMBUS, OHIO

With the adjournment of another highly satisfying convention of the Association, at least the usual number of important transactions passed into the record. To say this is not to suggest, however, that ideas have thus been relegated to the past or problems in all instances finally solved. As is the usual case, certain of the legislative acts that were passed but lend new life to old problems by registering merely a revised plan of attack. Somewhat the same kind of result, moreover, may be seen as following from discussions of proposed actions that for one reason or another failed.

A persisting problem of the Secondary Commission, affected in the convention in the latter of the two ways just mentioned, hinges upon that irrepressible term *equivalent* in Standard Seven. The source of a good deal of our difficulty with this disturber is failure to observe that it refers definitely to equivalency of *college work* done by teachers and not to equivalency of colleges. The latter interpretation led us some years ago to the forming of a list of equivalent colleges, so called, against which the Commission on Higher Institutions quite justifiably entered protest. With repudiation of this list goes, as may be hoped, redirection of our attention so as to keep in central position the competency of the teacher under investigation, to which the strength of the college from which he may have graduated relates necessarily as a problem, but as only a subsidiary one.

The presumption is that graduates of regularly accredited colleges have made such professional preparation, assuming the fifteen semester hours in education, as may at once be accepted as being up to the standard. This carries with it by

implication the further presumption that graduates of other colleges have not made acceptable preparation. Hence it will devolve upon such of this latter group as hope to find acceptance, or upon school officials contemplating their employment, to show that their work in college was of clearly superior quality as compared to the normal of the institution from which they come. That individuals may be expected to be found who have thus in a sense risen above their opportunities as found in a weak college, can not safely be denied. In other words there are students in the weaker colleges who because of exceptional native ability and application come to the completion of their work with attainments that are at the least equal to those of the graduates of perhaps even the strongest of regularly accredited colleges. Their number, however, will of necessity be limited, varying from college to college according somewhat to the relative strength of the institutions concerned.

It may be a defensible course of procedure to refuse to consider any of the graduates of colleges that are known to be markedly inferior. To reject thus in wholesale fashion, however, the product of institutions which are just below the border line of accrediting would be certain to be denying to the schools some talent at least which they may in reality be very fortunate in securing. We purpose not to stand in our own light in such fashion, when we admit to consideration *equivalent college work*.

To determine just what under this head can be accepted with justice to all interests concerned is by no means an easy task. Since the general principle presented above, that individuals of spe-

cial native merit occasionally qualify in spite of institutional limitations, as the writer believes, constitutes the sole or at least the chief basis upon which equivalency of scholarship is admitted, it would seem to follow rather inexorably that each case in which equivalency is claimed is an individual one, to be considered on strictly its own merits. Under this principle it obviously not only could but often would happen that of two graduates of the same college one might be approved and the other disapproved. This is but another way of saying that the acceptance of any individual graduate of a particular college should signify nothing in the way of general approval of that college. The rating of colleges is the proper prerogative of the Commission on Higher Institutions only, and the patent course through which ready acceptance of all graduates can be secured is regular accrediting at the hands of this Commission.

It does not follow, however, from the considerations just presented that the relative strength of unaccredited institutions is to be left entirely out of the accounting. Graduates of these are as a rule assumed to be unqualified. To admit of possible equivalency in some cases is but to open the way to reasonable doubt in the application of the general rule; and assuredly there would be less of doubt to be overcome in reaching the decision to reject finally a graduate of a weak college than of a relatively strong one. In dealing with the college aspect of the problem presented by applicants under this equivalency provision, state committees, upon whom the responsibility for first judgment devolves, may rely safely enough perhaps upon their own information when colleges located in their own state are involved. In other cases, the need of competent advice will be felt. Such aid as under the circumstances is most to be desired can ordinarily be obtained through correspondence with the chief entrance officer of the respective state universities in which the cases originate. It is an established practice among entrance officers to consult one another regarding the less known col-

leges; and there is scarcely a doubt but that they would altogether willingly admit our state committees to their circle of confidences.

Along with the strength of a college always goes the studentship of the individual in determining how well educated a person is turned out. The latter of these two factors is especially crucial in the kind of cases now under consideration. Investigation of their merits accordingly should be so directed as to uncover the fullest possible facts regarding individual achievement. A complete transcript of the college record, including marks received, would seem to be indispensable. Along with this should be considered such evidence as may be available bearing upon the standard of marking represented by the practice of the institution concerned. Personal conference between the applicant teacher and preferably two or more of the state committee-men should prove especially helpful in reaching an intelligent judgment. There is good reason, moreover, why this personal interview should take the character, although inostensibly, of an oral examination of the candidate's scholarship. It should serve also to bring to light attitudes and traits, particularly those, like initiative, purposefulness, and industry, which may be considered as having some bearing upon accomplishment. Experience may be mentioned final among the factors that should be taken into account, special weight being attached to evidences of progress in service as against mere length of service.

To make the extensive kind of survey of a case outlined above will take time. It puts entirely out of the question any such post haste action as is not infrequently urged under the pressure of more or less real emergency. The inescapable reply to any and all such demands must be that if immediate appointment is made, the action must be taken in full light of the risk of non-acceptance. In other words, if the standing of the high school concerned is to be protected, such an appointment must be regarded by all persons in interest as conditional upon the outcome

of full investigation of the qualifications of the appointee. It would be well that all parties concerned should be still further reminded that judgment can not be passed with complete finality until after observation of the teacher's classroom work in the course of inspection of schools, although the case would not be different in this respect than if he had not in the beginning been of the doubtful class of graduates.

Expressions of concern have already been heard regarding the status in which graduates of institutions in the Association's teacher-training list, and not in the regular accredited list, will find themselves. We are under obligation, it would seem, to respect both lists to the extent that they represent four-year colleges. Since in 1931, by action of the higher Commission, the first one is to be discontinued and its function served to an extent by the list of junior colleges, a new problem will then have to be faced.

This problem will arise from the classification, as seems altogether likely, of certain four-year institutions, not able to attain to the standards governing the regular college list, as junior colleges. In the light of the normal organization of institutions of junior college type, it would appear to be all but inevitable that in examining four-year colleges, for possible accrediting as junior colleges, attention will be given chiefly to the work of the first two years, possibly to the neglect of conditions affecting the quality of work in the last two. Just how much of a problem we shall have on our hands when this new procedure develops depends upon what the procedure turns out to be. It lies mainly in the future, at any rate, and is referred to here only on the principle, that to be forewarned is to be forearmed. Meanwhile we can in honor not stop short of acceptance of all graduates of both the regular accredited colleges and recognized institutions for the training of teachers, in so far as the latter are of the four-year type.

From the foregoing consideration we may derive the following specific essentials of action, which ought to be observed by secondary school administrators and by state committeemen as the active outposts of the Commission:

1. Graduates of no other colleges than those recognized by the North Central Association as worthy of accrediting in either the regular or the teacher-training list, of institutions similarly recognized by other regional accrediting agencies, can be accepted unqualifiedly for employment in North Central Association high schools.
2. Employment of others than the above classes of graduates must be understood as involving inevitable delay, while their scholarship is being investigated, and probable rejection in the end.
3. In the evaluation of college work offered as the equivalent of that ordinarily done in a regularly accredited institution, the claim in each instance is to be considered on its individual merits.
4. The standards obtaining in the college concerned are of manifest worth as evidence in the case; but it does not follow from acceptance or rejection of a graduate of any given college that the same finding will result in the cases of other graduates of that college.
4. The complete transcript of college work, including the marks received, is essential to the determination of the claimed equivalency, the standard of marking being also a material consideration.
5. Investigation through personal interview is desirable as a means of bringing out personality traits which justifiably may be interpreted as scholarship tendencies, and of subjecting scholarship itself somewhat to direct examination.
6. Experience may be taken into account safely only in so far as it reflects professional growth.

# Changes in the Standards for Accrediting Secondary Schools Made by the North Central Association of Colleges and Secondary Schools During Twenty-seven Years\*

By C. O. DAVIS, UNIVERSITY OF MICHIGAN

The North Central Association of Colleges and Secondary Schools was founded in 1895. Six years later, in 1901, the first suggestion that the Association should become a standardizing agency was voiced. In 1902, a set of standards was drawn, and in 1904 these standards and the list of secondary schools accredited under them were published.

What changes in standards has this Association made in the period of twenty-seven years since 1902?

Let us first note the standards which were originally drawn in 1902. They read:

1. That the minimum scholastic attainment of all high school teachers be the equivalent of graduation from a college belonging to the North Central Association of Colleges and Secondary Schools, including special training in the subjects they are to teach, although such requirements shall not be construed as retroactive.

Your committee believes that the efficiency of the average college or university graduate is materially enhanced by professional study, observation, and training in practice teaching under skilled supervision, and therefore advises that the accredited schools be urged to give due preference to teachers possessing such preparation.

2. Your committee advises that the number of daily periods of class room instruction given by any one teacher should not exceed five, each to extend over a period of forty-five minutes.
3. That the laboratory and library facilities be adequate to the needs of instruction in the subjects taught as outlined in the report of the Commission.
4. That while the foregoing are exceedingly important factors affecting the quality of the work, the esprit de corps, the efficiency of instruction, the acquired habits of thought and study, and the general intellectual and moral tone of the school are of paramount importance, and therefore only schools which rank well in these particulars, as evidenced by rigid, thorough-going sympathetic inspection, should be considered eligible for the list.

These then, became the first North Central Association standards for accrediting schools. Some of the ideas carried the force of undeviable prescriptions; some were merely advisory in nature, being introduced by such words as *should*, *advises*, *urges*, *recommends*; and some were dependent upon the results of personal inspection. Several of these earliest suggestions for standards have remained unchanged in principle to this day; some have undergone slight modification in phraseology; and some have moved up from the level of admonition to the plane of fixed requirements. Beyond this, also, many wholly new stand-

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\*A paper prepared for the Commission on Secondary Schools for its meeting in Chicago, March 13, 1929.

ards have been accepted from time to time.

The various standards which have operated in the North Central Association may be somewhat arbitrarily grouped under thirteen categories or divisions. These are those relating to—I, the Organization; II, the Building; III, Program of Studies; IV, Preparation of Teachers; V, Instruction and Spirit; VI, Requirements for Graduation; VII, Libraries and Laboratories; VIII, Records; IX, Salaries; X, Teaching Load; XI, Pupil Load; XII, Local Prestige; XIII, Spirit of Cooperation Promised to the Association.

It is proper to consider the changes made in each of these categories of standards.

### I. The Organization

(A) The standards of 1902 provided that the class periods should not exceed five per day for any teacher and that the length of class periods should extend over a period of forty-five minutes. In 1903, the standard was changed so as to make the length of class periods at least "forty minutes in the clear." No further change was ever made in respect to this subject, the forty-minute period still being the minimum time period.

(B) In 1904 a standard went into effect requiring each accredited school to employ in its teaching force "at least *five* teachers exclusive of the superintendent." In 1907, this number was reduced to "*four* teachers exclusive of the superintendent." In 1909, the standard read "four teachers of *academic* subjects exclusive of the superintendent." In 1920, the standard read "not less than the equivalent of the full teaching time of *three* teachers may be given to academic subjects." In 1928, the change back to *five* teachers was made, the standard then reading: "No new school will be accredited which employs less than five full-time teachers, or the equivalent, four of whom, or the equivalent, must be full-time teachers of academic subjects."

(C) Although the first set of standards *advised* that teachers be given spe-

cial training in the subjects they were to teach, no standard affecting the placement of teachers in the work of their major preparation was drawn until 1923. Then appeared this: "It is recommended that as far as possible teachers be assigned according to their major subjects in collegiate preparation." In 1928, the recommendation became a fixed standard. It reads: "All teachers of academic subjects in new schools, and all new teachers of academic subjects in accredited schools, *must* teach in the fields of their major or minor specialization in college preparation."

(D) The first mention of the length of the school year as a matter for standardization was in 1916. Then appeared the statement, "The school year should consist of a minimum of 36 weeks, such standard to be in effect on and after September 1, 1918." This standard has remained unchanged since that time, except that the word *should* now reads *shall*.

(E) The ratio of pupils to teachers has been a matter of concern to the Association since 1904. In that year the maximum ratio, based on enrollment, was established as 30 to 1. In 1905, the basis for determining the ratio was changed from pupil enrollment to "the average number belonging." In 1914 the standard was changed so that the basis for computation was "average attendance" and the Association *recommended* that the ratio be 25 to 1 "as a maximum." This recommendation appears never to have been converted into a positive standard. On the contrary, the old ratio of 30 to 1 has continued to operate down to the present time. However, in 1925, the following amendment to the standard was made, namely: "For interpreting this standard, the principal, vice-principals, study hall teachers, vocational advisers, librarians, and other supervisory officers may be counted as teachers for such portion of their time as they devote to the management of the high school. In addition, such clerks as aid in the administration of the high school may be counted on the basis of

two full-time clerks for one full-time teacher."

(F) Closely connected with the question of pupil-teacher ratio is the size of classes. The Association first took cognizance of this matter in 1917 when it said: "No recitation class should enroll more than 30 pupils." In 1918 it phrased the judgment thus: "The Association believes that effective work can rarely be done in classes of more than thirty pupils." Like the provision relating to the pupil-teacher ratio, this recommendation respecting the size of classes has never become an established standard.

## II. Buildings

The first standard relating to buildings was adopted in 1907. This standard read: "The location and construction of the building, the lighting, heating, and ventilation of the rooms, the nature of the lavatories, corridors, closets, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers." In 1919, this standard was strengthened by a supplementary one reading: "Beginning in 1921, all schools whose buildings are inexcusably inadequate and lacking in modern equipment may expect to have North Central Association accrediting privileges withheld from them." This warning does not, however, appear in the standards after the year 1923, although the original standard is in effect to this day.

## III. Program of Studies

When the Commission on Secondary Schools was established in 1902 the question of the program of studies for secondary schools was assigned to a committee other than the Board of Inspectors. Consequently, in the first sets of accrediting standards this important subject is not included. The subject was, however, discussed frequently by the Association and a more or less generally accepted program was recognized and understood to be in operation in the schools. In 1912, however, there ap-

pears in the Standards of Accrediting the following sentence: "The Association recommends the introduction of the so-called vocational subjects, such as agriculture, manual training, household arts, and commercial subjects, into schools where local conditions render such introduction feasible, but the inspectors will hold that a sufficient number of qualified teachers must be added to provide adequately for such instruction."

In 1921 the Association clarified its judgments respecting academic subjects by declaring: "The Association believes that every school should offer units of work in mathematics, social sciences, languages (including English), natural sciences, the fine arts, and physical training." In 1925 the Association approved the following statement, "The Association recommends that three units in English, two units in social sciences, one unit in biological science or one unit in general science, and one unit in physical education or health, with or without credit, be required for graduation of all students in the four year high school."

Thus it is apparent that all pronouncements of the Association in respect to the program of studies have always been in the form of recommendations and not fixed standards.

## IV. Preparation of Teachers

The first standard relating to the preparation of teachers placed the minimum requirements for *all* high school teachers at graduation from a four year college, together with special training in the subjects they are to teach. In 1911, the standard was made to apply to *academic* teachers only. In the earlier year, 1902, the Association also *recommended* that teachers should have "professional study, observation, and training in practice teaching under skilled supervision," but the suggestions were not made mandatory.

The recommendation attached to the standard as issued in 1902 was not repeated in the following years, but in 1911 the topic was again mentioned in

these words: "It is strongly advised that this attainment [graduation from college] include, or be supplemented by, special study of the content and pedagogy of the subject taught." In 1914, however, appeared the requirement reading thus: "After 1915 the preparation of teachers shall include at least eleven hours in education. This shall include special study of the subject matter and pedagogy of the subject to be taught." In 1915, in answer to the question, "What work constitutes courses in education?", the Association voted: "The Board [of Inspectors] will interpret courses in education as the same courses are interpreted by the colleges or universities offering them, not more than six hours credit being given for successful teaching experience."

In 1916 the Association changed its standard relating to teacher preparation to make it apply only to teachers teaching one or more academic subjects, thus permitting the so-called vocational teachers to escape both the requirement of graduation from college and the requirement of eleven hours of professional training.

In 1918 the Association clarified its stand in respect to professional courses by declaring: "The Association *advises* that the following types of courses should be offered as meeting the spirit of this standard: educational psychology, principles of secondary education, theory of teaching, special methods in subjects taught, observation and practice teaching, history of education, and educational sociology."

In 1919 the Association declared that "It is the *opinion* of the Association that supervisors of teachers of *academic* subjects should possess academic and professional training equal at least to that of the academic teachers whose work they supervise." This, of course, related to superintendents, principals, heads of departments and special directors.

In 1921 this advisory suggestion was made mandatory in so far as the *academic* preparation was concerned, but a proviso was added to the effect that "in

applying this standard the Association will (and for the present tentative period only) take into account the record of their teaching and administrative experience." In 1922 a standard went into effect requiring the same amount of *professional* training of academic supervisors as was demanded of academic teachers, namely, eleven hours in education. This same year, too, the Association gave notice that three years hence, that is in 1925, the professional requirements for teachers and supervisors of academic subjects would be *fifteen* hours, and on September 1, 1925, this standard went into full effect.

The standard at present requires college graduation and fifteen hours of professional training for all teachers and supervisors other than the so-called vocational teachers.

### V. Instruction and Spirit

From the year 1902 to the present, almost precisely the same standard respecting the character of instruction and the spirit of the school has prevailed. This now reads: "The efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral tone of a school and the cooperative attitude of the community are paramount factors, and therefore only schools that rank well in these particulars, as evidenced by rigid, thorough-going, sympathetic inspection, shall be considered eligible for the list (of accredited schools)." True, during the first three years, from 1902-1905, the words, "The quality of the work and the esprit de corps" were also part of the paragraph; and again true it is that the phrase "the cooperative attitude of the community" was added to the sentence as late as in 1925. However, aside from those slight changes, the standard is today worded precisely as it was worded twenty-seven years ago, and the idea embodied in it is nowise different from what it was more than a quarter of a century ago.

### VI. Requirements for Graduation

The first standard relating to graduation from an accredited school was adopted in 1906. This merely declared

that no school should be recognized unless it required 15 units for the completion of its work. No change was made in this standard until 1925. Then, owing to the fact that a number of three year junior and three year senior high schools had developed, the standard was amended to read: "No four year high school that does not require 15 units or more for graduation, and no three year high school that does not require 11 units or more for graduation shall be accredited." In 1926, this standard was clarified by adding: "Where schools are organized on some other basis than the traditional four year school, the Commission will take account only of the work done in the last three years, i. e., tenth, eleventh and twelfth grades." One year later the regulation was changed again, specifically saying that only where the school was "organized as a distinct three year senior high school" would the Commission take account only of the work of the three grades, ten, eleven and twelve.

## VII. Libraries and Laboratories

The first set of standards adopted by the Association declared that the laboratory and library facilities must be adequate to the needs of instruction in the subjects taught. This standard remained unchanged until 1921 when there appeared the following supplementary sentence, namely: "The Association recommends the appointment of a trained librarian for each high school employing ten or more teachers." Again, in 1924, appeared the further statement: "The library should be classified and catalogued and an annual inventory should be made of laboratory and shop equipment." In 1927 the first of these *Shoulds* was changed to *Shall*.

## VIII. Records

No mention is made of the form and extent of school records which are to be kept until 1924. Then appeared this standard: "Accurate and complete records of attendance and scholarship must be kept in such form as to be conveniently and safely preserved."

## IX. Salaries

Nothing in the standards is said about salaries until 1919. Then there appears the statement: "No school shall hereafter be accredited whose salary schedule is manifestly inadequate." Two years later, in 1921, this statement was expanded to read: "No school shall hereafter be accredited whose salary schedule is not sufficient to command and retain teachers whose qualifications are such as are required by this Association."

## X. The Teaching Load

The first set of standards declared that no teachers should be assigned more than six class periods per day, and strongly *advised* that the number be five class periods, which were not to be shorter than 40 or 45 minutes.

In 1916 the following change in the requirement was made, namely: "The Association holds that no teacher should be required to conduct more than 30 classroom exercises or recitations per week, while it advises that the maximum should be twenty-five. For interpreting this standard in connection with laboratory work in science and in vocational subjects and in connection with study room supervision a double period may be counted as the equivalent of one classroom exercise, provided that no combination of such work amounting to more than 35 periods a week be required of any teacher." In 1917, the Association voted that "no recitation class should enroll more than 30 pupils." In 1918, the Association voted that "For schools having some definite plan of supervised study, not more than five classes per day should be assigned to any teacher, with the advice that the maximum be four." In 1920, the topic was dealt with thus: "In general no teacher of academic subjects should be assigned more than 150 student hours of classroom instruction per day, organized in not to exceed six classes per day." In 1924, the Association reiterated its ideal and then declared: "A teaching load of 160 student hours per teacher is a violation of this standard."

In 1928, the following resolution was adopted, namely, "The Commission on Secondary Schools recommends that a teacher with less than one year of teaching experience should not be assigned more than four classes per day and should not be assigned full responsibility for any extra-curricular activity or complete charge of a large study hall or session room. It is further urged that special care should be taken to assign classes to a beginning teacher in major or minor fields of academic preparation."

### XI. The Pupil Load

Nothing is said in the standards of the Association in respect to the pupil load until 1909. Then appeared the brief statement: "More than 20 periods per week should be discouraged." This standard was modified in 1918 to read: "More than 20 periods per week of academic subjects or 25 periods including vocational subjects, exclusive of music and physical training, should be discouraged except in cases of pupils having more than average ability."

In 1923, the Association returned nearly to its early standard, when it said: "Units in excess of four, exclusive of choral music and physical training, should be discouraged except in cases of pupils having more than average ability." In 1924 the standard was again changed to read: "Four unit courses or the equivalent—shall be considered the normal amount of work to be carried for credit by the average or medium students. Only those students who have made passing grades in each subject studied during the preceding term, and who rank in the upper 25% of their classes, may be allowed to take more than four units for credit."

### XII. The Local Prestige

In 1918 the Association declared that local prestige was a matter of importance when accrediting relations were being considered. It therefore voted that: "The Association will decline to consider any school unless such school is in the highest class of schools as offi-

cially listed by the properly constituted educational authorities of the state." This standard still operates.

### XXIII. The Spirit of Co-operation Promised

By 1918 it was discovered that certain ambitious superintendents and principals were seeking to have their schools accredited but that the local communities, and particularly the local school boards, were either ignorant of the plans or indifferent to them. Consequently in that year (1918) the following standard was passed: "New schools hereafter seeking accrediting shall submit evidence (e. g., a resolution) showing an approval of the standards of the Association and of the application for membership by the local board of education or school trustees." This standard is still in full effect.

### SUMMARY

From the facts given it is apparent that the Association has not modified its standards for accrediting greatly during the past twenty-seven years. It is true several new standards have been adopted since the issuance of the first set in 1902, but these have been, for the most part, elaborations of principles that were either stated or fairly implied in the ideals that led to the establishment of the accrediting policy at that time.

The North Central Association of Colleges and Secondary Schools has always been a mutual cooperating society. Consequently, rarely in its history have new regulations been laid down in an arbitrary manner or without giving all constituent members ample opportunity to approve or disprove of the changes or without allowing sufficient time to make any necessary adjustments resulting therefrom.

In consequence, few new standards have ever been enacted as binding prescriptions without giving ample notice of what was later likely to take place. Hence, standards have always evolved from the stage of suggestions, recommendations, pieces of advice to final policies.

In summary, therefore, of the effect which twenty-seven years have wrought in respect to the several categories of standards mentioned it can be said:

1. In organization; the 40 minute class period has remained practically constant; the number of teachers demanded in an accredited school has shifted from "five exclusive of the superintendent," through four and three, and finally back to five; the assignment of teachers to their work has evolved out of a state of *no* regulation to assignments within the major subjects only; the ratio of teachers to pupils has remained constant at 30 to 1; the standard size of class has remained at 30 pupils; the length of the school year has been unchangeably fixed at 36 weeks.
2. Adequate buildings adequately cared for have been demanded practically throughout the history of the Association.
3. The program of studies has been treated as a growing thing, and provision has been made for admitting new courses as circumstances have demanded.
4. The requirement of college-bred teachers has been an unmodified standard since 1902, being applied first to all teachers, then to teachers of academic subjects only, and then extended to include supervisors of teachers of academic subjects. Professional training for teachers was first voiced as a hope, then made mandatory on academic teachers to the extent of eleven hours, then extended to supervisors of those teachers, and finally increased in amount for both groups to a total of fifteen hours.
5. From the outset a high grade of instruction and a fine esprit de corps has been demanded of all—teachers, pupils and supervisors alike.
6. Graduation requirements have remained steadily at fifteen units for the four years' course.
7. Libraries and laboratories have been kept at a high standard of adequacy from the outset, while a trained librarian, the cataloging of the library books, and an annual inventory of the equipment of both the laboratories and the shops have been specifically demanded in recent years.
8. Only within the past four years have standards been drawn requiring the keeping of accurate, complete and available records.
9. For the past nine years, the Association has insisted that salaries of teachers be kept high enough to attract and retain superior instructors.
10. The teaching load was a matter of concern to the earliest standard makers. From regulating the number of classes per day which might be assigned to a teacher, the requirements have gradually moved up so as to include now a maximum enrollment in class of 30 pupils and a total number of student hours not in excess of 160 daily.
11. The prescriptions affecting a pupil's load have, with slight shiftings by way of experimentation, remained nearly constant at four courses or 20 periods per week, except for the especially gifted pupils.
12. For ten years now, no school has been accredited unless it has been in the highest class of schools as officially listed by the authorities in the state where the school is located.
13. Likewise for ten years now, no school has been accredited unless the local school authorities have expressed a desire to have such a relationship established.

In conclusion, it seems fitting, in the light of experience, to credit the first group of standard-makers with rare wisdom and foresight. Surely the association has repudiated little or nothing which they established twenty-seven years ago and has, moreover, deviated but slightly from the outlines of policy then formulated. Further, it is fitting to claim for the leaders of more recent

days a share in the honors to be distributed. Theirs has been a continuing policy of evolution rather than a disquieting policy of revolution.

True it is that few, if any, of the standards in force today possess scientific validity, nevertheless, pragmatically considered, they are defensible. They

have been formulated by men who have given their lives to the serious study of educational questions and who have had deep, rich, and varied experiences in handling them. Furthermore, as implied, the standards adopted by these men have worked. That is the final test of any undertaking.

#### An Assistant Commissioner of Education

For the first time in its history, the Bureau of Education (now being called officially the Office of Education) will have an Assistant Commissioner of Education whose entire time will be devoted to the work of the office. Hitherto, the Chief Clerk, by congressional enactment, has acted as Commissioner during the absence of the Chief of the Office. On October 1, Miss Bess Goodykoontz, who was recently appointed Assistant Commissioner of the Bureau of Education, entered upon her official duties. Miss Goodykoontz is a specialist in elementary education and comes well prepared for the work.—Taken from *School Life*, October, 1929.

# Guidance in Secondary Schools\*

By PRINCIPAL W. E. McVEY, HARVEY, ILLINOIS

## I. GENERAL COMMENTS

Not many years ago, the opinion was generally held by school men that guidance in secondary schools was an adjunct to the school. In some quarters under the name of vocational guidance, it was believed to be a part of the work of the manual-arts department; in other places it was a part of the work of a placement bureau and concerned itself chiefly with the matter of "job-getting." Later some institutions employed vocational directors who were expected to set up personal contacts with pupils and in that way administer helpful advice through specialized training and more intimate knowledge of the needs of the individual concerned.

But opinions have changed and this paper is an attempt to present a guidance program that is at once the foundation and the superstructure of the secondary-school system. It is a program in which the manual-arts department, the placement bureau, and the vocational director may play their part in a much wider field of guidance which invites the cooperation of all teachers in a system and touches in manifold ways the life of every boy and girl.

The principal at the head of the school is the inspirational leader, the co-ordinator, and the supervisor of the guidance program. His interest and his enthusiasm are necessary to the success of any comprehensive effort of this character. The next step is to promote a genuine interest on the part of the teaching force. Teachers must be made to feel that they are not teaching subjects simply because they are a part of the course of study. They must realize that their work in subject matter and in an extra-curricu-

lar way is part of a much larger scheme that has for its aim the development of the full powers and possibilities of the child. Since many people share in a guidance program, organization is absolutely essential to success in our efforts. The problem is complicated, and many factors have to be weighed and assigned their rightful places. Each school undertaking to deal with this problem should have a definite scheme of organization. This procedure is essential.

The next step in our guidance program is the charting of a definite and detailed plan of organization. Experience may suggest certain modifications of earlier opinions on this subject, but a chart which visualizes the resources available within the school is instrumental in promoting the full use of all resources that may be available. We must realize that guidance is not alone concerned with vocational matters; it is moral and educational as well; it touches the life of the child in a multitude of contacts; it operates at every point in his career as a pupil of the school.

The accompanying diagram shows the organization of the guidance program in effect at the Thornton Township High School, Harvey, Illinois, which enrolls approximately 1250 pupils. It is not offered as a model scheme that might be transplanted with success elsewhere. Some of its features may suggest, however, a method of approach that would be beneficial to localities that do not have a complete guidance program in operation at the present time.

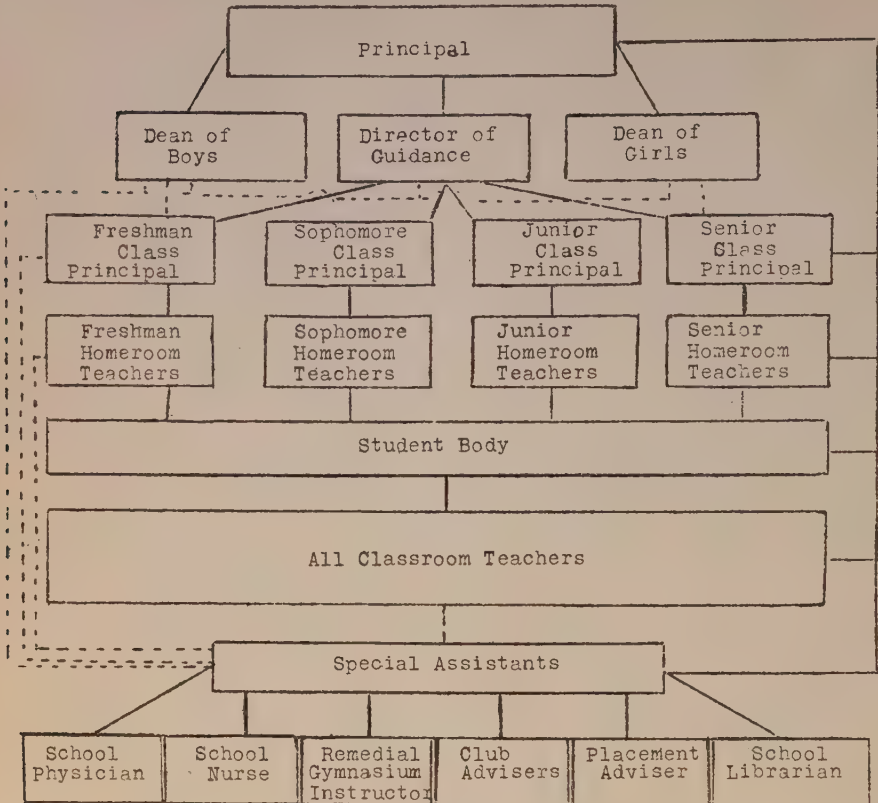
## II. BRIDGING THE GAP BETWEEN THE ELEMENTARY AND THE HIGH SCHOOL

By reason of the abrupt change that takes place in the environment of the

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\*A paper read before the meeting of the Association in Chicago, March 15, 1929.

THE NORTH CENTRAL ASSOCIATION QUARTERLY  
 THORNTON TOWNSHIP HIGH SCHOOL AND JUNIOR COLLEGE  
 HARVEY, ILLINOIS  
 Guidance Program in Effect at Thornton Township High School



The Black Lines Represent Delegation of Responsibility.  
 The Dotted Lines Represent Informal Co-operation.

child when he matriculates in high school, especially in the township systems of Illinois where junior high schools do not exist and where pupils are gathered together from many elementary school systems, certain contacts must be made with the child before he enters the high school. The guidance program described in this paper provides for these contacts in four ways. Three visits are made to the elementary school just before the child completes the eighth grade. The first visit is made by the principal of the school who speaks to the eighth grade in each elementary school system. In our own situation there are ten elementary school systems and fifteen buildings to be visited. This rather

informal meeting of the high-school principal and the child in his elementary-school environment furnishes the prospective pupil with his first contact with the guidance program of the high school. The various courses in the high school are explained to him and the value of a secondary-school training is emphasized from many angles. Much information of general interest to entering pupils is given by the principal in these talks, and specific advice is afforded whenever the occasion arises. What is most important, perhaps, is the forming of an acquaintance between the head of the school and the future pupil; this prepares the way for a better understanding when the child actually

enters the high school. This visit to the elementary school is followed by a visit of the director of guidance, who is a trained expert in personnel work, in tests and measurements, and in pedagogical case work. This official administers a program of testing for purposes of classification, diagnosis, and curriculum advice. The third visit is made by the class principal of the incoming freshman class who helps the child decide upon his course of study and the subjects he will pursue during his first year in the high school. From this point, the class principal becomes the school guardian of the child and pilots him through the four years of his high-school course. The class principal assumes responsibility for his curriculum, his social life, his training in leadership, and his conduct in general throughout his connection with the school.

The fourth contact which the child has with the school before he actually matriculates in it consists in a visit to the school during the week preceding the opening in September. This visit is arranged for a certain day by the class principal and the dean of girls. On this day, all incoming first-year pupils are conducted through the building and are made acquainted with the location of the various departments; locker keys are distributed and the pupils are given much general information about the affairs of the school. Every effort is made to bridge the gap between the elementary school and the high school as completely as possible.

### III. ADMINISTRATIVE ORGANIZATION

#### The Homeroom

A brief explanation of the administrative procedure as outlined on the accompanying chart will perhaps clarify our situation somewhat and simplify the remainder of the treatment of our subject. As stated previously, the first contact with the child is made by the principal. The next is with the director of guidance and the third contact is with the class principal. Upon entering

the school, he is assigned to a homeroom teacher with whom he remains until he completes his high-school course. The class principal and the homeroom teacher by remaining with the pupil for a period of four years are able to plan a systematic and progressive program of guidance—a program that is adapted to the needs of the child and that is based upon a study of his home environment, his aptitudes, his interests, and his social make-up. The foundation stones for all guidance are found in the homeroom organization. The homeroom teacher and the class principal come to know the pupil in all of his relationships. They learn his difficulties with his studies, with his teachers, and with the discipline of the school. They understand his home conditions, his out-of-school contacts, his interests, and his abilities. The guidance furnished by the class principal and the homeroom teacher is both educational and vocational. Individual conferences are frequent and searching, and visits are often made to the homes of the pupils.

The opportunity is not overlooked, however, for group instruction, and a definite program is laid out for each year. In this group instruction, social and moral guidance becomes an important feature. The yearly program varies with the needs of the class. The following is a typical freshman homeroom program:

#### Outline of Materials Used in Freshman Homerooms

##### 1 *Rules and Regulations of the School*

- 1 Absence
- 2 Tardiness
- 3 Demerits
- 4 Exemption from examinations as affected by absences and tardiness

##### 2 *General Conduct*

- 1 In corridors
- 2 In cafeteria
- 3 On school grounds
- 4 Care of property
- 5 Attitude toward teachers
- 6 Attitude in assembly

- 3 *Grades*
  - 1 Purpose of grades
  - 2 Grading system
  - 3 Excess credit
  - 4 Exemption from examination
  - 5 Discussion of grades with teacher
  - 6 Penalty for failure
  - 7 Inability to carry five solids to make up failures.
- 4 *Courses of Study*
  - 1 Courses of study
  - 2 Requirements for graduation
  - 3 College requirements
- 5 *Honors*
  - 1 Thornton's Honor Roll
  - 2 National Honor Society
  - 3 Loyal Order of Thorntons
  - 4 Eligibility for positions of leadership
  - 5 Respect of teachers and pupils
- 6 *Pupil Programs in School and out*
- 7 *Study Habits*
- 8 *Essentials in Manners and Right Conduct*
- 9 *Character Building*
  - 1 Thought
  - 2 Act
  - 3 Habit
  - 4 Character
  - 5 Personality
- 10 *Vocational Guidance*
- 11 *Thrift Lessons*

Much attention is given during succeeding years to a study of the vocations, college-entrance requirements, ideals, business relationships, study habits, etc.

### The Deans

The dean of boys is head of the boy's club and the dean of girls is head of the girls' club. These two clubs enroll all the boys and girls in the school. The deans are teachers with rich experience and with that good judgment so essential to wise counseling whether with individuals or with large groups. The work of the deans covers all types of counseling—social, moral, vocational, and educational. They meet the first-year pupils in groups segregated as to sexes and

deal with matters of vital interest to boys and girls of the early adolescent period. The boys' club and the girls' club are very largely civic organizations. Within the school they raise thousands of dollars for pupil convocations, for charity work, and for other purposes. They promote many kinds of worthy activities. Outside the school, they minister to the poor, the incurables, the crippled children, and other unfortunate classes. At Christmas time, hundreds of presents are distributed to these people, including many toys for crippled children and orphans. At other times these institutions are visited by pupils, and books are read to inmates. Out of these relationships and contacts are borne attitudes and interests which wield life influences upon the career of the individual.

### The Director of Guidance

The director of guidance is particularly fitted by personality, experience and training to deal with the most intricate problems in guidance. He is a highly trained expert in the field of tests and measurements and in pedagogical case work. He assists in all phases of guidance and deals personally with difficult cases. All problem cases requiring expert diagnosis and remedial treatment are referred to him. The "case method" involves the singling out of the individual for personal study, and any guidance program must undertake the problem of individual diagnosis and treatment. This task requires exacting knowledge and skillful treatment. The technique of the "case method" in all of its elements has been mastered by the director of guidance, and out of his studies comes an analysis of the causative factors which underlie the maladjustment of the pupil. The remedial measures which he prescribes are designed to remove hindering causes and bring about the harmonious adjustment of the pupil. Over a period of years, he has gradually built up in the class principals, and to some extent in the teaching force, a knowledge of his technique and each year an increasingly larger share of this work is being taken

over by others. This is regarded as a very wholesome and a very desirable outcome.

### Special Assistants

In addition to the officers whose duties have been described, there are many special assistants who function directly in a guidance program. A detailed description of the duties of these individuals will not be undertaken here. Mention should be made of club advisers, the librarian, the school nurse, the examining physician, and the placement adviser. Medical examinations are given to all pupils at the beginning of each school year, and every child is required to take the kind of physical training that is most appropriate to his needs. In our own school, pupils are classified on the basis of physical examination into five groups, and a different course of training is offered for each group. All posture and orthopedic cases, heart weaknesses, underweight and overweight cases are separately classified and are given individual treatment.

Among any group of special assistants is the placement officer. No school should attempt to sidestep the problem as to the proper placement of its output whether it be in further study, in employment, or in a combination of the two. An important feature of the work is a follow-up and adjustment service that should be a part of any placement program. Certainly no business establishment would long keep its machinery running if it did not give attention to the distribution of its output, and show vital interest in the quality of service and the amount of satisfaction that output is rendering. Placement, follow-up, and adjustment service not only aids the child; it enables the school to analyze better the quality of its products and to discover points of weakness and strength in its own organization.

## IV. OTHER ELEMENTS IN THE GUIDANCE PROGRAM

### Exploration

Opportunities should be given the pupils, especially during the earlier years

of the high school course, for activities of an exploratory nature. Courses and materials which enable the pupil to explore his own aptitudes often reveal to him opportunities beyond the realm of present and past experiences. A splendid setting is provided for this kind of training in courses in vocational civics and rotation shop courses. While all teachers should recognize and emphasize the relational value of their subject matter to various occupations, a course especially designed for this purpose and offered in the ninth year has proved very helpful in our own institution. This course makes mandatory a comprehensive study of the various occupations; the classroom work is supplemented by visits to industrial and business institutions. A rotation shop course permits pupils during one school year to spend six weeks in woodworking, a similar length of time in machine shop, automobile repair, electricity, mechanical drafting, and shop mathematics. During the remaining years of the high-school course, the child is then at liberty to specialize, if he so desires, in any of the industrial courses for which his aptitudes and abilities seem best suited.

During his high-school life, the child is passing through consecutive stages of exploration. The curriculum and the activities of the curriculum must provide agencies for probationary testing, and the administration and the teaching staff must be ready to make educational adjustments in keeping with the knowledge derived from such sources.

### The School Handbook

Another important agency in our guidance program is the school handbook. This book assembles in convenient form information covering school regulations of various kinds. Pupils entering high school for the first time want to know something about the school activities, the grading system, requirements for graduation, the courses of study, the honor roll, the honor society, the demerit system, the penalty for tardiness, absence, and many other subjects of like importance. The handbook fur-

nishes an opportunity for the rapid assimilation of this material and enables the pupil to adjust himself more quickly to the life of the school. In this way some very important ends in the matter of guidance and self-adjustment are speedily realized.

### CONCLUDING STATEMENT

It is difficult to cover all phases of guidance in secondary schools in the brief time allotted to this paper. A guidance program must deal with many angles of a complicated problem. Each subject in the curriculum and each activity outside of the curriculum must be recognized as an agency in guidance. The application of the "case study" to individuals, the groupings of pupils according to abilities or achievements, the homeroom instruction, the medical examinations, the exploratory courses, the club advisory system, pre-admission counseling, group counsels, cumulative record systems, close relationships with the home, placement and follow-up service are simply high spots in this im-

portant field of educational administration.

The adjustment of pupils of high-school age to the complex environment in which they are placed, in a manner that will yield the highest results, is no simple matter. It must be conceded that one important purpose of the school is to assist the pupil in acquiring desirable experiences and in avoiding pitfalls. In order to accomplish this purpose, the school must accept responsibility for guidance and must create and develop the methods that will enable it to give counsel and guidance intelligently and with success. The youth of high-school age is undergoing marked physical, mental, and social development. At no period in life has he greater need of wise and sympathetic counsel. Without such direction, the inner changes which baffle his understanding and the outer experiences for which he has no adequate basis of interpretation may develop cases of of maladjustment which affect not only the pupil and the school but the welfare of the family and the entire community.

### The Severance Tax

The Severance tax—a new kind of tax that is proposed in order to raise more moneys for school purposes—is a tax levied upon all natural products severed from the soil, with the exception of agricultural products. It is based upon a recognition of the fact that when minerals, timber, clay, sand, oil, gas, and other natural products are removed from the soil, the state is permanently impoverished, and that those who profit from the inherent riches of the earth should pay tribute to the state.—F. H. Swift in *School Life*.

# Co-operative Studies of the Success of Students in College Work\*

By IRA M. SMITH, UNIVERSITY OF MICHIGAN

It seems to be the general consensus of opinion today that academic educational life in this country has reached the stage where there is a positive demand for some sort of selection and guidance if students are to gain the fullest advantages from their college training.

In recent years there has been an enormous development in secondary education. Consequently, never before in the history of this country have so many students sought admission to institutions of higher learning. Facilities for higher education have not kept pace with this advance. As a result of this unequal development the higher institutions find at their doors more students applying for admission than can be admitted. Hence, many colleges are placing a limit upon their enrollment. Since only a portion of the large number applying for admission can be enrolled, entrance into the institutions most sought after inevitably becomes more difficult.

Education seems, indeed, to have flung her mantle to the four winds of the earth and willingly envelops all those who seek to come beneath the folds. From the east to the west we hear the cry of "education," and particularly is this true in the United States. We have compulsory education laws, elementary schools, continuation schools, junior high schools, senior high schools, vocational schools, evening schools, schools for adult education, platoon schools, the moonlight schools of Kentucky, normal schools, state colleges and universities, private schools and colleges and what

not? It would seem, beyond doubt, that the people of the United States should not lack for education.

A full acquaintance with the important problems of higher education of the present day is an essential prerequisite before one can profitably undertake a solution. The mass of data lying dormant in school offices, of the secondary schools as well as the colleges, should be worked up in good statistical form in such a way that generalizations could be easily drawn from them. It is the duty of school officials in charge of such records to arrange the data in such form that it can serve the officer who has to come into direct consultation with the student, and for school administrators for use in planning for the future.

The best preparation for college, as well as for success in any after-school career, consists of mental power and self-discipline, well developed habits of hard work, concentrated application with good methods of study, and a keen realization of the true purpose of a college education. The first quarter of the 20th century has placed much emphasis on the mechanics of education—fine buildings, attractive text-books, technique for testing and measuring. We shall continue to emphasize these things, but there will be more attention during the second quarter of the century to the quality of education as it affects the whole life.

With such situations confronting college admission officers, it has become necessary for boards of trustees of colleges and universities to review their functions in terms of purpose and survival.

"Who should go to college?" is one of the questions uppermost in the minds

\*An address delivered before the meeting of the National Association of Officers of Regional Standardizing Agencies, Cleveland, Ohio, February 27, 1929.

of educators of today. In reply to a query concerning who should go to college, President Herbert Hoover recently made the following most interesting statement:

"Anyone who can do the work should be allowed to go to college and for the very distinct reason that the American system of education is not simply a matter of training in knowledge and technique, but it is a great system of sifting and winnowing the population for leaders."

In 1926 President Angell of Yale, addressing the North Central Association of Colleges and Secondary Schools, took the ground that, the function of the college being to raise a race of intellectual leaders, college entrance requirements should be highly selective. A year later, Chancellor Lindley of Kansas, before the same body, maintained that in a democracy the chief duty of the college is to train for useful and intelligent citizenship the largest possible number of young men and women.

The ultimate success of democracy depends on leaders. Must we restrict college membership in order to train competent leaders? Dean Seashore of the University of Iowa advocates progressive adjustment in place of entrance elimination. It seems that many colleges are much more particular about the students' preparation when they enter than they are of their preparation when they go out.

The satisfactory solution of the problem will depend upon the co-operative efforts on the part of the secondary schools and the colleges in revealing facts to be used as bases for changes in policies and procedures. Colleges have long dominated the field by erecting entrance requirements and courses of study which are sometimes inadequate and prevent the selection of the highest types of young persons for college training. High schools have planned programs of study sometimes which have tended to widen the breach between high school graduation and college admission. Junior high schools are now becoming insistent on rights and privi-

leges for freedom of action and, unless the upper divisions are willing to make certain adjustments, the breach becomes wider and wider.

Progressive school leaders have long felt the need of careful planning and close co-operation in keeping fully informed relative to the effects of the various educational processes on the product—the graduate. In order that cumulative data may be compiled the various regional standardizing agencies have adopted certain plans for collecting data and have distributed much information relative to the success of students who have gone through the various educational units.

The purpose of this paper will be limited to a brief summary of the steps a few of the standardizing agencies have taken to bring to light pertinent facts for consideration in the continued effort to improve educational processes.

### NEW ENGLAND COLLEGE ENTRANCE CERTIFICATE BOARD

Since the main factor considered by the New England College Entrance Certificate Board in accrediting a secondary school is the ability of the graduates of that school to carry college work successfully in the institutions belonging to the association, we can readily see that the reporting of grades by the colleges is vital to the scheme of accrediting. From the "Rules of the Board" I have gotten the following: "*III Conditions of Approval*. A school to be approved by the Board must—(1) give satisfactory evidence as to curriculum, staff of teachers and equipment; (2) be able to prepare for college according to some one of the recognized plans for entering a college represented on the Board; (3) have a candidate for admission for the ensuing year at some college represented on the Board; (4) have sent on examination, within a period of three years preceding the time of application, at least two students to one or more of the colleges represented on the Board, (except as provided for below). *V. Trial List*. A school when first approved is placed on a trial list for two years. If the rec-

ord made by its candidates in the colleges represented on the Board is satisfactory, it is then placed on the approved list. The first reason given in the rules for refusing approval is (1) Because of the unsatisfactory record of pupils sent to one or more of the colleges represented on the Board. *Reports to the Board from the colleges.* A general report of the work of the pupils from approved schools for at least one-third of the first year in college shall be made to the Board, as well as such other reports as the Board may from time to time require. Complaints of insufficient preparation on the part of students admitted on certificate from an approved school should also be made to the board, with specifications as to subjects and individuals, but such complaints shall not interfere with the reports of the colleges to the schools about students entering from them. A statement shall be sent by the Secretary of the Board to schools concerning which any formal criticism has been expressed by any college represented on the Board."

It is readily seen that the success of students in college forms an integral part of the system set up by the board for granting permission to preparatory schools to send graduates to member institutions on certificate.

Before the first semester is completed, the Secretary of the Board furnishes each college with a blank, on which is placed the student's name, the school from which he came, the subjects in which the student was certified for entrance, the subjects in which, being certified for entrance, the student continued after admission to college, and the subjects in which the student failed during the first term or semester. In addition, the colleges indicate the names of students who have been dropped for poor scholarship, having been admitted on certificate from approved schools. These reports are made out for students who are admitted on examination also; and in the case of students admitted on partial certificate and partial examination reports are made for all subjects.

The blank, with information on all

students entering member colleges from approved schools, is sent to the Secretary, and in his office is kept a record of each school, showing the records of graduates in all of the member colleges.

The sheets used show a comparative record for several years, and so it is easy to tell at a glance the record for any school for several years back, either in any one college, or in the colleges comprising the association.

Reports are made for the first term or semester only. Mr. Nicolson, Secretary of the Board, comments on this, "In fact, I think it would not be fair to the schools to get another report in June. The influence of the school is felt quite decidedly, I think, at midyears, but after a boy has been in college a whole year college influences are, I believe, so strong in him for good or bad that his June marks are more or less affected by the conditions in which he lives, certainly more than at midyears."

### SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

The Southern Association of Colleges and Secondary Schools is preparing its eleventh annual report on College Freshman Grades. This report is an authorized regular activity of the association. One of the standards of the Commission on Secondary Schools is based on the report, and consequently it has become a routine matter for the colleges belonging to the association, and those that have many students from secondary schools in the Southern territory, to send in reports on the work of students prepared for college in Southern secondary schools. So important has the work become that Dr. Roemer, who conducts the study, reported to me this winter that when, two or three years ago, the financial situation of the association was rather stringent, the question came up of omitting the study for one year. There was a strong protest made to the Executive Committee, so strong, indeed, that the committee authorized the study in the usual way.

In October each year blanks are dis-

tributed to the secondary schools of the association. These blanks call for the names of those graduates of the school who have entered college, the names of the colleges, and the address of the colleges. The blanks are turned in to the various state chairmen, who in turn give them to Dr. Roemer at the annual meeting of the association in December. In this way a complete list of those attending college is obtained. Blanks are then prepared to be sent to the colleges. In each case, the blank contains the name of the high schools, and listed below, those students enrolled from each. The blank is then filled in by the college. The information called for includes the division of the college or university in which the student is enrolled, the basis of admission, (that is, by certificate or examination) the semester credit hours passed in various subjects, the semester credit hours failed in various subjects, and the total credit hours passed or failed. The names of all students who did not enroll or who withdrew in good standing before the end of the term are crossed out, and opportunity is given to add the names of any students not included on the blank.

When the material is returned to Dr. Roemer, it is tabulated on large sheets indicating the class of the institution, the total enrollment, the number of students reported, the semester hours passed and failed, together with the percentages of hours failed and passed. Statistics are drawn up showing failures in various institutions of higher standing.

This report of the committee on College Freshman grades is included in the annual report of the Association of Colleges and Secondary Schools of the Southern States.

#### NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

In the spring of 1924 the North Central Association authorized an investigation of the success of the graduates of the North Central high schools of June, 1924, that entered college in September,

1924. The study was made and will be found in printed form in the North Central Association Quarterly for September, 1926.

The scope of this study is indicated in the following summary:

Number Secondary Schools belonging to Association.....	1,728
Number schools from which reports were received.....	1,573
Number students reported entering college .....	37,677
Number Higher Institutions from which data were requested.....	1,043
Number students included in this study .....	28,957
Number Higher Institutions from which data were received.....	785
Number Higher Institutions included in this study.....	659

From the Minutes of the 1927 Annual meeting of the Executive Committee of the North Central Association of Colleges and Secondary Schools are found the following statements:

"The Commission on Secondary Schools submitted the following resolution to the Executive Committee: 'That each institution of higher education that is a member of the North Central Association be required to report to the Association each year the relative degree of success in courses pursued by students coming to them from each high school that is a member of the North Central Association and that these reports be compiled by the Association in such a way as will show the relative success of the graduates of each high school. To apply to all students but especially Freshmen.' On motion this resolution was referred back to the Commission on Higher Education with the request that the Commission evaluate the request in terms of its feasibility."

At the March, 1928 meeting of the Association the following action was taken:

"Voted that a committee be appointed to consider and report on the proposal of the Commission on Secondary Schools that each higher institution be required to report to the Association each year the relative degree of success

in courses pursued by students coming to them from each high school that is a member of the Association."

Pursuant to the action of the Association in 1928 a Committee was appointed to consider the matter and report to the Association at the next annual meeting which is to be held in Chicago in March, 1929.

This committee wrote to all of the institutions of higher education accredited by the Association for opinions and suggestions. The replies seemed to indicate a general consensus of opinion favoring an annual report of grades to the Association. The report of the special Committee to the Executive Committee of the Association reads as follows:

"That each higher institution member of the Association should send to the Association, at the end of the first term or semester, a transcript of record of each freshman who entered from a secondary school member, and should send a duplicate of each transcript to the high school principal concerned; each transcript of record and its duplicate should show the courses pursued, the credit earned in each course in term or semester hours, the grades received, and the average grade of all students in each course pursued; the Association should send to each secondary school member a tabular report showing the relative degree of success of students from all secondary school members in all higher institution members."

#### ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE MIDDLE STATES AND MARYLAND

The Commission on Secondary Schools of the Association of Colleges and Secondary Schools of the Middle States and Maryland is co-operating in every way possible with the Commission on Higher Institutions in the development of a closer relationship between secondary schools and higher institutions.

The recommendations for closer articulation between higher institutions and secondary schools follows:

1. Higher institutions receiving graduates from secondary schools on the list of Accredited Secondary Schools of this Association are requested to submit to the Commission on Secondary Schools and to the school concerned identical reports including (1) the absolute marks of each student in each subject for the first term of the Freshman year (and the second term if possible); (2) the quartile or quintile standing of the student in all work of the first term (and of the second term if possible). For statistical reasons it is recommended that the quintile be adopted if the quartile is not already being used.
2. Secondary schools, when submitting records of students applying for admission to college, are to calculate the class rank (quartile or quintile) of such students on the record of the two terms of the junior year and the first term of the senior year. For statistical reasons, the quintile is recommended. The total number of students in a class is to be used as a base in computing the necessary statistics on ranking.
3. The records of students, submitted by higher institutions to the Commission on Secondary Schools, are filed and preserved as a continuous record of the work of the students from the secondary schools. This information is available to higher institutions desiring to check up on the standing of secondary schools on the List of Accredited Secondary Schools.

Inasmuch as the plan went into effect only last fall, no statistical material has been prepared and cannot be prepared until all the higher institutions cooperating have sent in their reports.

In commenting on the plan Dr. Arthur J. Jones, Acting Chairman of the

Commission, makes the following statements:

"The Commission and the school concerned are to receive identical reports for each student. The information is to include his absolute marks in each subject for the first term of the Freshman year (and the second term if possible), and the quartile or quintile standing of the student in all work of the first term (and of the second term if possible). (The plan aims primarily to benefit the schools themselves).

An attempt has been made to standardize the methods of computing the statistics used by secondary schools in submitting reports on students wishing to enter higher institutions.

The Commission is to have a continuous record of the work of students in the Freshman year who have graduated from accredited secondary schools. The Commission will make the comparison of the efficiency of the various secondary schools on the basis of reports from all higher institutions, rather than the higher institutions themselves merely on the basis of the distribution of their own Freshman classes.

#### NORTHWEST ASSOCIATION OF ACCREDITED HIGH SCHOOLS AND HIGHER INSTITUTIONS

I have no information concerning the work of the Northwest Association relative to the success of students in college work. My request for such information did not go out soon enough for me to receive a reply before this date and consequently I am unable to make any report at this time.

#### OTHER REPORTS BY STATE ASSOCIATIONS AND DEPARTMENTS OF PUBLIC INSTRUCTION

##### California

In California several institutions have developed a practice of tabulating high schools throughout the state on the basis of the standings of their graduates.

The colleges and universities involved are The University of California, California Institute of Technology, Mills College, Occidental College, Pomona College, Stanford University, and the University of Southern California. This rating has been done for the University of California for more than twenty-five years, excepting the years 1917 and 1918.

"Until 1919, each school was rated according to the pooled average of all the grades received in the first semester by the freshmen from that school. In 1919, the annual report upon the rating of schools was modified so as to exhibit for each school the number and percentage of its freshmen (exclusive of those who withdrew without definite record), who, at the close of the first semester, rank above the lowest third of the freshman class as a whole. This change followed immediately upon the reformulation of admission procedure, brought about in that year through conferences between representatives of the secondary schools and of the University. In this readjustment, the principle that University matriculation must rest upon a process of selection, through the application of scholarly standards, was recognized. And the change then made in the statistical method for the rating of schools appeared to provide, for each of the schools contributing freshmen to the University, a simple and objective index of the school's success in the use of the Principal's "Recommendation."

The authorities of California are giving careful consideration to a proposition that the University alter its plans to provide for reports which shall cover the work of both semesters of the freshman year. However, such plans have not yet been fully formulated, and they are still operating under the former method, as stated above.

Stanford University also issues a rather detailed report on the record of undergraduate students showing the percentile ranks of the secondary schools having their graduates in the student body at Stanford. This is a

special report and is in addition to the report of the University of California.

Bulletins of the Universities of California and Stanford are here available for inspection.

### Alabama

The 1928 report of the Association of Alabama Colleges contains the results of a study of the failures of high school graduates in the first semester of the freshman year at college. It is similar to a study which has been published each year since 1923.

Mr. W. L. Spencer, Director of Secondary Education in the State of Alabama Department of Education, makes the following comment:

"This (Bulletin of Association of Alabama Colleges) goes to every accredited high school of the state. It contains information about the standing of the various high schools as based upon the work of high school graduates in the first semester of the freshman year. A detailed report also goes to each high school showing the institution entered by each student, the number of students failing in each subject, and the like."

The June, 1928, Bulletin of the Association of Alabama Colleges is here available for inspection.

### Maine

The report of the Commissioner of Education in Maine, issued in April, 1928, contains the records of the freshman class in the Maine colleges and the University for the year 1926-27.

The report was compiled by the Agent for Secondary Education in the State Department in cooperation with the Deans of the several colleges and university. From this report one may determine the quality of preparation the young people have for college entrance.

The report for 1928 is here on the table available for inspection.

### New Hampshire

The State Board of Education in New Hampshire is cooperating in a splendid way with the colleges and University in that state. Reports of fresh-

man grades are sent in to the Department at the end of the first term or semester.

A letter from the Deputy Commission reads in part as follows:

"On the basis of the reports so received for freshmen from post-secondary institutions in this state as well as in other states, an annual summary of the relative standing of our secondary schools on the basis of the standing of their freshmen for the first semester or term is made and presented at the state conference of our superintendents and headmasters in August. On pages 13 to 18 of the enclosed Institute Circular No. 134, you will find the results of this study for 1927-28.

Our cooperation goes farther than this, however. Through the courtesy of the Office of the Registrar at the University of New Hampshire, we received on November 5, 1928, a list of mid-year warnings received by all students at the University. Our superintendents and headmasters, who had not already made a mid-term check upon the work of their freshmen at the University of New Hampshire, proceeded at once to exercise stimulating guidance upon their former students. I expect a similar list from the University of all students dropped at the end of the fall term of the current year, which closed December 20, 1928.

## COMMENTS FROM INSTITUTIONS IN THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

### University of Kentucky

One of the City Superintendents of the south is quoted as saying that the college his students select is a large factor in determining what grades they will receive. The two charts I am enclosing, which I used in my report in the meeting of the Southern Association seems to verify the statement made by the City Superintendent. He might have added from these charts that not only the type of institution he enters, but the

department he selects within the institution. If an institution would doubt this statement, I would suggest it advise with the athletic coach.

### Virginia Polytechnic Institute

"I am more familiar with the reaction in the State Board than I am with the reactions of the Southern Association. I am not at all sure that the game is worth the ammunition in either case, but I am quite sure that some schools in Virginia have improved as a consequence of being reported to the State Board. On the whole it is probably true that a great many schools would be inclined to be a little lax or probably a little indifferent were it not for the fact that they are reported."

### The Clemson Agricultural College

"We have found in the south that there is a difference of opinion as to whether or not the success of high school students after they enter college is a proper measure for evaluating the work of the high school. One group maintains that the purpose of the high school is to serve the local community and that the preparation for college is an incidental function. Another group maintains that where a large percentage of the graduates of a high school attend college, such a high school is a college preparatory school and should be rated on the scholastic success of its graduates in college work."

### Duke University

"We believe the policy of sending reports to the high schools from which our students are admitted seems a good one. It is a feeling of quite a number of people here that there should be much more cooperation between the high schools and colleges."

## THE NEW ENGLAND COLLEGE ENTRANCE CERTIFICATE BOARD

### Middlebury College

"We are sending regularly the reports of freshmen to the high school principals. We have never been required to do this but we have had many letters expressing appreciation and we have continued the practice for a number of years. We have no blank form—we write a personal letter to each principal at the end of the student's first semester."

### MICHIGAN

This year for the first time all of the college Registrars in Michigan are sending the records for freshmen for the first term or semester to the State Superintendent of Public Instruction. In all probability, a report will be issued each year showing the success with which the graduates of different high schools of the state have maintained themselves in the Michigan higher institutions. Such information is certain to have a stimulating effect on the students of the secondary schools. It may also serve to call attention to need of improvement in the articulation between the secondary schools and certain institutions of higher education.

### CONCLUSION

In conclusion I would suggest that it might be desirable for the National Association of Officers of Regional Standardizing Agencies to consider the practicability of a uniform procedure in the study of the grades of college freshmen as related to high school work, and urge the adoption of such a uniform plan by all organizations concerned.

# Replacement Value of Science Equipment\*

By VELMA OLGA WORKMAN

This is a study of the replacement value of laboratory apparatus and equipment for the various sciences in Liberal Arts Colleges, Junior Colleges, and Teachers Colleges, which are members of the North Central Association of Colleges and Secondary Schools.

The history of the schools of America shows that the early subjects of the curricula were purely informational. At first we had only the classical subjects; later the sciences were given minor parts in the curricula. Like the other subjects of the time, the sciences were purely informational. Then came the movement toward the laboratory method. Today, with emphasis on this method, we find that a few states have standards for laboratory equipment for secondary schools but have no standards for institutions of higher education. The purpose of this study is to ascertain the replacement value of the laboratory equipment and apparatus of the different sciences per day student enrolled in the various Colleges and Universities, Junior Colleges, and Teachers Colleges of the North Central Association of Colleges and Secondary Schools; and the data will show what the replacement value of the laboratory equipment and apparatus of an institution should be in order to be up to the standard of the average institution.

"Colleges and Universities" as used in this paper will mean all higher institutions other than Junior Colleges, Teachers Colleges and Professional Schools.

The writer expresses the figures in terms of value per regular day student enrolled. Summer school and evening students are not included in the enrollment. The values are expressed in terms of the replacement value of like

equipment at present day values, and will be stated in terms of the mean replacement value per day student enrolled in the year 1926-27. In this study the writer did not make use of the laboratories of the strictly professional schools such as medicine, dentistry, and the like.

Some schools were able to furnish only the total replacement value for all sciences, while others furnished a detailed statement of the replacement value for the different sciences. The total replacement value was reported by 147 Colleges and Universities, 33 Junior Colleges, and 49 Teachers Colleges. The study shows:

## Colleges and Universities.

1. Greatest total replacement value per day student.....\$803.26
2. Mean total replacement value per day student.....\$ 9.42

## Junior Colleges.

1. Greatest total replacement value per day student.....\$313.67
2. Mean total replacement value per day student.....\$ 73.68

## Teachers Colleges.

1. Greatest total replacement value per day student.....\$134.62
2. Mean total replacement value per day student.....\$ 29.43

The chemistry replacement value was reported by 126 Colleges and Universities, 31 Junior Colleges, and 39 Teachers Colleges. The value of consumable material was not included in this study. The study shows:

## Colleges and Universities.

1. Greatest chemistry replacement value per day student.....\$178.57
2. Mean chemistry replacement value per day student.....\$ 25.71

\*This paper is a digest of a thesis prepared from material in the office of the Secretary of the Commission on Higher Education. Several studies of this character have been and are being made from time to time.

## Junior Colleges.

1. Greatest chemistry replacement value per day student.....\$ 92.80
2. Mean chemistry replacement value per day student.....\$ 28.03

## Teachers Colleges.

1. Greatest chemistry replacement value per day student.....\$ 32.05
2. Mean chemistry replacement value per day student.....\$ 8.98

A study was made of the replacement value of the equipment and apparatus of the physic laboratories per day student. The value of consumable material was not included in this study. The replacement value was reported by 122 Colleges and Universities, 25 Junior Colleges and 38 Teachers Colleges. The study shows:

## Colleges and Universities.

1. Greatest physics replacement value per day student.....\$270.10
2. Mean physics replacement value per day student.....\$ 18.95

## Junior Colleges.

1. Greatest physics replacement value per day student.....\$138.12
2. Mean physics replacement value per day student.....\$ 33.35

## Teachers Colleges.

1. Greatest physics replacement value per day student.....\$ 24.16
2. Mean physics replacement value per day student.....\$ 7.83

A study was made of the replacement value of the apparatus and equipment of the biology laboratories per day student. The replacement value was reported by 102 Colleges and Universities, 27 Junior Colleges and 44 Teachers Colleges. The study shows:

## Colleges and Universities.

1. Greatest biology replacement value per day student.....\$212.22
2. Mean biology replacement value per day student.....\$ 21.38

## Junior Colleges.

1. Greatest biology replacement value per day student.....\$ 82.73
2. Mean biology replacement value per day student.....\$ 21.04

## Teachers Colleges.

1. Greatest biology replacement value per day student.....\$ 35.36
2. Mean biology replacement value per day student.....\$ 7.70

A study was made of the sciences reported by less than fifty per cent of the institutions. Subjects reported by less than ten institutions were not studied.

Replacement value of home economics was reported by 37 Colleges and Universities and 10 Teachers Colleges.

## Colleges and Universities.

1. Greatest home economics replacement value per day student .....\$ 96.46
2. Mean home economics replacement value per day student .....\$ 8.87

## Teachers Colleges.

1. Greatest home economics replacement value per day student .....\$ 32.05
2. Mean home economics replacement value per day student .....\$ 8.39

Geology was reported by 33 Colleges and Universities.

1. Greatest geology replacement value per day student.....\$103.48
2. Mean geology replacement value per day student.....\$ 9.89

The botany replacement value was reported by 21 Colleges and Universities.

1. Greatest botany replacement value per day student.....\$ 43.17
2. Mean botany replacement value per day student.....\$ 11.21

Psychology was reported by 21 Colleges and Universities.

1. Greatest psychology replacement value per day student.....\$ 12.63
2. Mean psychology replacement value per day student.....\$ 3.21

The replacement value in zoology was reported by 19 Colleges and Universities.

1. Greatest zoology replacement value per day student.....\$ 26.61
2. Mean zoology replacement value per day student.....\$ 9.15

The replacement value of engineering (all types) was reported by 15 Colleges and Universities.

1. Greatest engineering replacement value per day student.....\$ 60.79
2. Mean engineering replacement value per day student.....\$ 27.75

Astronomy was reported by 11 Colleges and Universities.

1. Greatest astronomy replacement value per day student.....\$ 37.86
2. Mean astronomy replacement value per day student.....\$ 10.01

Bacteriology was reported by 10 Colleges and Universities.

1. Greatest bacteriology replacement value per day student.....\$ 17.53
2. Mean bacteriology replacement value per day student.....\$ 5.21

Agriculture was reported by 16 Teachers Colleges.

1. Greatest agriculture replacement value per day student.....\$ 19.11
2. Mean agriculture replacement value per day student.....\$ 5.19

This table shows the greatest and the mean replacement value per day student of the various subjects reported by the

Colleges and Universities, Junior Colleges, and Teachers Colleges.

Colleges and Universities.

	Greatest	Mean
1. Total replace. value..	\$803.26	\$ 9.42
2. Chemistry .....	178.57	25.71
3. Physics .....	270.10	18.95
4. Biology .....	212.22	21.38
5. Home Economics ....	96.46	8.87
6. Geology .....	103.48	9.89
7. Botany .....	43.17	11.21
8. Psychology .....	12.63	3.21
9. Zoology .....	26.61	9.15
10. Engineering .....	60.79	27.75
11. Astronomy .....	37.86	10.01
12. Bacteriology .....	17.53	5.21

Junior Colleges.

1. Total replace. value..	313.67	73.68
2. Chemistry .....	92.80	28.03
3. Physics .....	138.12	33.35
4. Biology .....	82.73	21.04

Teachers Colleges.

1. Total replace. value..	134.62	29.43
2. Chemistry .....	32.05	8.98
3. Physics .....	24.16	7.83
4. Biology .....	35.36	7.70
5 Home Economics ....	32.05	8.39
6. Agriculture .....	19.11	5.19

# A Summary of Special Investigations of the Effect of the Size of Class Upon the Effectiveness of Instruction\*

By MANLEY IRWIN, DETROIT, MICHIGAN

A summary of special investigations of the effect of the size of class upon the effectiveness of instruction necessarily summarizes the development of the scientific procedure as it is applied in education. The scientific procedure as related to class size has had three distinct periods in its development. The first period is from 1895 to 1915. In this period no effort was made in the studies to hold constant any factor except that of class size. In fact, no actual experiment was set up. The studies were made on the basis of available administrative records or from subjective observations. These records consisted of promotion rate, percentage of withdrawal from class, percentage of class giving attention, amount of time wasted by the class, and by scores on single improvised tests.

The second period is from 1915 to 1925. During this period the control experiment, epitomized in the law of the single variable, was used. By this time reliable achievement tests had been developed which could be used to measure growth of accomplishment in the pupils. Reliable group intelligence tests also had been constructed which could be used to equate classes that were to be compared. The complexity of the learning process was recognized. The variety of factors that affect pupil achievement was noticed. Investigators set up experiments in classes of varying size in which they attempted to control such factors as pupil age, intelligence, grade, sex, teacher ability, teacher

method, course of study, length of class period, etc. As a consequence of this greater care in controlling conditions, more significant results were secured. Nevertheless, the experimental procedure used during this period had several weaknesses. Perhaps the greatest of these is the fact that the teacher used the same technique in her large classes as she used in her small classes. The investigators of this period failed to recognize that the problem is not to compare large with small classes when taught by the same method, but rather to compare large with small classes when each is taught by the method appropriate to that size of class.

The third period is from 1925 to the present. In this period, the importance of comprehensive records and adequate control of factors continues to be recognized. In addition investigators are attempting to find the optimum technique for teaching large classes and the optimum technique for teaching small classes. They are concerned also with finding better ways of interpreting differences found between classes of different size.

Up to the present time no exhaustive study of class size has been made. Special techniques for handling large numbers of pupils in a class have not been developed—unless one were to say that Walter Damrosch has succeeded in conducting large music classes by radio. I know of no one who has investigated the instructional effects of Damrosch's technique.

There are, however, three important studies on class size in progress now. Recent studies at the University of

\*A paper read before the Commission on Secondary Schools at its meeting in Chicago, March 14, 1929.

Minnesota or under the auspices of that University are to be reported this morning by Professor Hudelson. At the University of Chicago under the direction of Dr. Judd a number of graduate students are studying the effectiveness of large classes. The National Association of Secondary School Principals has undertaken a most comprehensive and exhaustive study of class size. We cannot afford to draw our final conclusions until the results of these studies are available.

The committee of the National Association of Secondary School Principals on size of class has outlined the most careful set-up for experiments in class size that I have found. I review briefly this set-up so that we may have a better basis with which to compare earlier studies. (An outline of this set-up is given at the end of this article.)

First the committee makes a very definite statement of the problem as follows: "Other things being equal, what is the effect of class size on the efficiency of instruction?"

Then they propose three types of experiments. The first is that in which classes of different size varying within the normal range, 15 to 45, are taught under identical conditions in all groups. In this type of experiment the teacher will use the same technique in a large class that she uses in a small class.

The second type of experiment is that in which classes of different size varying from 15 to 100 are taught under optimum conditions for each group. This type of experiment necessitates developing techniques which may differ in small and in large classes.

The third type of experiment is that in which large classes of between 75 and 200 pupils, taught some of the time as a whole, and some of the time as small sections of about 25 pupils, are compared with classes of similar size taught all the time in small sections only.

The next part of the set-up presents the conditions to be controlled. They include material of the course, method of teaching, physical conditions and equipment, length of class period, time of

day, and status of pupil (by which is meant his grade, sex, intelligence, initial achievement, and study). These terms are self-explanatory, with the possible exception of achievement and study. By *achievement* is meant the knowledge and skill of the pupil in a particular field as revealed by objective measurement. By *study* is meant the amount of pupil preparation, whether it is classroom study, supervised study or home work. All of these factors need to be equalized in the classes to be studied, in order to make sure that the differences in the results are due to the difference in size of class.

Under treatment of data the statistical procedure to be used is outlined. The achievement of the pupils in the course is to be measured by the same objective tests at the beginning and at the end of the course. The scores are to be expressed in standard deviation units to make comparison possible and to determine the reliability of the difference in growth due to the experimental factor. The following items will be measured: achievement in the course, practical application of knowledge, effect upon the work for which the class is a prerequisite, and effect upon various kinds of learning. It is the intention of the committee to make investigations in the emotional effects on both teacher and pupil, the attitude of teacher and pupil, and the effect on study habit. It will be seen from this outline that the important factors which will enter into any large experiment, have been carefully considered.

With these criteria in mind let us now review some of the earlier studies. Although we are concerned mostly with the studies that relate to class size at the high school level a few of the studies at other levels will be considered briefly. (A brief outline of the several studies is given at the end of this article). The first two studies, those of Rice and of Cornman may be classified under the first period 1895 to 1915. Dr. J. M. Rice was the first to make any scientific study of the effect of class size. In 1895 he gave two tests, one in

arithmetic to 6,000 pupils and one in language to 8,300 pupils, and compared the results of the pupils who were working in classes of various size. Although the size of class is not given and although he did not hold other factors constant, his study is important because it was the first attempt to apply the scientific method to education and because he made use of the best technique available.

In regard to arithmetic he said, "There is no difference in the test results due to size of class, the results being just as liable to be favorable to large as they are to small classes." In language the investigation showed that "There was no relation between the size of class and the results, and that some of the best work had been done in some of the largest classes and some of the poorest in the smallest classes." His general conclusion was that there were no significant relations between class size and pupil achievement.

In 1909 Cornman of Philadelphia investigated the records of 317 classes relative to percentage of promotion, term marks, and conduct of the pupils. He did not attempt to control any other factor but divided the classes into large, medium and small classes of over 50, 40 to 50, and under 40 respectively. He found, on the whole that in terms of percentage of promotion the large class was a little inferior to the others. In the primary grades the smallest classes made the highest marks and in the grammar grades the largest classes made the highest marks. In conduct the largest classes had the best average. His general conclusions were that all factors considered there is no significant relationship between class size and educational results.

These two studies typify those that were made between 1895 and 1915. It is worthy of notice that all studies of this period were made in elementary schools only. However, since the studies included the 7th and 8th grades results are comparable to the present Junior High School grades.

Boyer in 1913 made a study of pro-

motion rates, Bachman in 1911-1913 and Elliott in 1914 also studied the promotion rates, and Harlan in 1915 studied promotion rates, records of withdrawals, percentage of pupils taking active part in the recitation, percentage of class giving attention, amount of time consumed in performing routine classroom activities, and achievement in arithmetic as measured by the Courtis Tests. All these studies showed very much the same results as those of Rice and of Cornman, namely that size of class has little or nothing to do with the educational product as it was then measured.

The first study on class size at the high school level was made in Chicago in 1920 and 1921 by P. R. Stevenson. This study was made in grades 9 and 10 and included nearly all departments. Three thousand eight hundred twenty-one pupils were divided into large classes averaging 36.5, and small classes averaging 20.8. These pupils had been classified on the basis of intelligence test scores so that the average and the variability for both large and small classes were the same. The same teacher taught both a large and a small class in a subject. The results show that the small classes were 1.3 points superior on the average term mark and also 1.6 points superior on the average examination score. Stevenson concluded that "On the whole, the small classes did slightly—very slightly—better on the term mark and on the examination than the large classes with which they were paired."

In 1924 Stevenson repeated his high school study in Lynn, Massachusetts; Covington, Kentucky; and Grand Rapids, Michigan. This study was made with classes averaging for the large class 37.2 and for the small class 18.6. Stevenson, himself, thought that the contributing factors were better controlled than in his previous experiment. As in the previous study the same teacher taught both the large and the small classes in her subject. The pupils were grouped on the basis of intelligence scores so that the average and

the variability were almost the same in both classes. However, the small classes were 1.9 points higher in intelligence at the beginning of the experiment. In average score the final examination the small classes were 1.6 points superior. They were also 0.5 points superior on term average. He concluded that "these slight advantages do not justify small classes of approximately one-half the size of the larger ones."

Both of Stevenson's studies were the most carefully planned and the most reliably measured, up to that time, but he did not show the reliability of the differences in accomplishment found between the classes. It is true, that the differences appear small but we do not know from his report whether the difference is due to the experimental factor or due to chance.

Professor Davis, of the University of Michigan, made a statistical study for the North Central Association on the effect of class size in all subjects in the high schools. He called classes of more than 30 pupils large, between 20 and 30 medium, and under 20 small. His data consisted of final marks for the two semesters of the year 1921-22. Although other factors were not controlled, the results are rather significant, because of the large number of pupils involved. He found that a slightly greater percentage of the pupils enrolled in the larger sections received a mark of *A* than those enrolled in the small sections. Large classes led in language, mathematics, and practical arts. Medium size classes led in English and modern languages. Small classes led in the social studies, science, and commercial work. His general conclusion was that the size of class had little or nothing to do with the term marks.

The same year Professor Davis conducted a controlled experiment in a large number of the high schools in the North Central Association. The class size was the same as in the previous study. Six thousand one hundred thirty pupils participated in one capacity or another. The comparison was made on the mid-

semester marks based on local tests. An effort was made to equalize the classes on the basis of intelligence and achievement tests. Although this was not possible in all cases the instruction in all types of classes within a school was uniform.

The results show that large classes led in mathematics and social studies, and small classes led in Latin. In conclusion he stated that the effectiveness of instruction as far as the achievement of pupils is concerned, is determined chiefly by factors other than class size. Although Dr. Davis was unable to control all the factors which he thought would contribute to the results, his studies are significant because the large number of schools, teachers, and pupils participating tend to equalize the uncontrolled factors. Then, too, an experiment conducted under the auspices of the North Central Association is certain to have wide influence.

The teachers in Grand Junction, Colorado, who were taking part in this experiment were so interested that they wished to continue after the experiment proper had ended. An English teacher kept three classes divided into large, medium, and small of 44, 34, and 20 respectively. This special experiment ran for 27 weeks and was measured by both standardized and improvised local tests. The three class sizes were taught by the same teacher. The median scores on general intelligence tests which were given after the classes had been formed were found to be approximately the same for all three. The results show practically no difference on the tests, but in the teacher's opinion 30 is about the ideal size of class. The authors stated that English did not lend itself well to such an experiment. However, the experiment was too loosely controlled to produce significant results and one can not depend upon opinions alone.

The five studies which we have just discussed have dealt directly with high school pupils and classes. The next two studies were carried on at the university level where the conditions are probably

not very different from those we find in many high schools.

Edmonson and Mulder of the University of Michigan divided a class called "An Introduction to High School Problems" into a large class of 109 students and a small class of 45. These two classes were taught by the same teacher and assistant and the same teaching technique was used in both classes. The students were grouped on the basis of intelligence tests and past experience. The results of three tests, an essay test, a unit test, and a final examination are given and show very little superiority of one class over the other on any test. The large class average was 0.4 points higher than that of the small class. The authors concluded that there is no appreciable difference in the achievement of the students due to size of class.

Mueller had made the same type of study in the Normal School at Worcester, Massachusetts. His study showed that the average score for the small class was superior to that of the large class. His large class, however, was less than 40 and the small class less than 20. He believed that the critical point probably lies somewhere below 45 and therefore the University of Michigan classes were both much too large.

At the University of Texas, Holland divided eight groups of pupils into classes of various sizes. All were taught by two instructors, each of whom taught both relatively large and relatively small classes. The students were grouped, in general, upon the basis of intelligence test scores. His results were somewhat conflicting. He concluded that the final marks were more highly correlated with intelligence scores than with size of class, and that the size of class had little or nothing to do with the amount of subject matter acquired.

These studies carried on at the high school and college level are typical of the kind of investigations made from 1915 to 1925. Probably the most severe criticism that one can make of these studies is that they do not make use to the fullest extent of all the available methods of interpreting the data and of controlling the contributing factors.

In 1926 Trueblood who had been working on the development of techniques for teaching large classes reported that he was able to handle classes of 100 in geometry. He required complete mastery of the work as determined by daily tests and periodic examinations. His class was composed of pupils of "C" ability only and *one* teacher taught the class. Teaching techniques had been evolved that enabled the teacher to handle the classes of 100 without lowering the degree of mastery attained below that of the small groups. The results of Trueblood's study would have been much more meaningful if he had paired the pupils in his large class with pupils in a small class which was taught during the same semester. His interest and greatest contribution, however, lay in showing the possibility of developing efficient procedures for teaching large classes.

This brings us in the historical development up to the Minnesota studies which are now to be reported by Professor Hudelson.

There are only three possible conclusions to be drawn from any summary of investigations. First, the evidence might be completely in favor of the control group. Second, the evidence might be completely in favor of the experimental group. Third, the evidence might show no superiority of one over the other or the evidence might be conflicting. If it were completely in favor of small classes we would need to take a definite stand for small classes and develop the best technique possible for teaching in small classes our ever increasing high school registrants. If the results were completely in favor of large classes we would need to take just as definite a stand for large classes, discontinue small classes and without necessarily changing our methods teach pupils in large groups. Since, however, the results are conflicting or show practically no difference, we must draw the conclusion from the researches that have already been made that it does not matter whether pupils are taught in classes that are large or classes that are small. Therefore, it will be necessary to de-

velop techniques for *teaching pupils* effectively. Some subjects may lend themselves better to large classes and some better to small classes. In some it may be that the best results can be obtained by teaching some phases of the course in large groups and some phases in small groups or even by individuals. Each teacher will need to develop in himself the experimental attitude so that he may find that size group which he can teach most effectively and that method which will stimulate his pupils to make the

greatest growth. Up to the present time this has not been done, except in a few cases.

Those who are working in educational research are looking to the North Central Association to continue its co-operation with every agency available to find a reliable answer to the question: "Other things being equal, what is the effect of class size on the efficiency of instruction when the optimum teaching technique is used for each class size?"

### Sources of State School Support

At present, says F. H. Swift, no less than nine major types of taxes are employed in the United States for providing school revenue. These are, in the order of their frequency, as follows:

Type of Tax	Number of States Using
General property .....	27
Corporation .....	13
Business and occupation .....	8
Severance .....	7
Inheritance .....	6
Poll .....	5
Tobacco .....	5
Income .....	5
Gasoline and motor fuel .....	3

# The Chartering of Junior High Schools in Ohio\*

By T. HOWARD WINTERS, COLUMBUS, OHIO

We have not yet passed the stage, if we ever will, in which we are frequently confronted by the question, "What do you mean by a *junior high school*?" Nevertheless, the "Statistics of Public High Schools" last published by the U. S. Bureau of Education show that the only plans of "reorganized" high schools which have taken hold to any great extent anywhere are the six-year undivided high school, and the three-three junior and senior high schools. The count for these two plans is 2031, against 1027 on all other "reorganized" plans. Among the latter are 612 reported as a two-four plan.

Ohio shows the greatest number of reorganized high schools of any state in North Central territory, although a higher per cent of the high schools are of the reorganized types in West Virginia, Indiana and Michigan than in Ohio. The states just named are comparatively free, as is Ohio, from what one might call the "odd" types of reorganized schools. An Ohio person has been called upon to tell of junior high inspection in his state, not perhaps because it has been so well done, but rather just because there is so much of it, so that the problem in all its phases is an insistent one.

Ohio began early to experiment with the junior high school. Columbus had partly begun this form or organization by the time the Ohio Department of Education began to inspect high schools in 1908. Large junior high schools in Cincinnati and Cleveland were also attracting attention before the new Ohio school code was adopted in 1914. This code provided for ample high school in-

spection in cooperation with the state colleges. Our first junior high school bulletin was issued in 1915. It could hardly be called a "standards." It recited the aims peculiar to the junior high school, as they were then understood, its advantages, and gave suggested curricula and other materials to aid those who were little acquainted with the schools which had been established and the literature pertaining to them.

High school inspection has always consisted in part in absorbing new ideas and advanced practices where they exist, and giving them out where they may be of service. High school inspection can be justified on these principles. However, even this is more effective if the inspectional forces have criteria by which to judge the good and the better, and systems of propaganda to disseminate them. The literature of the junior high school became more and more the property of the high school inspectors from 1916 to 1921. By the latter date they were ready to propose six-year high schools in smaller localities. Some definite efforts to establish these schools were made by the Department, beginning in 1921. The Standards issued in that year were for "junior and senior" high schools. The six-year high school was, however, mentioned, and to a slight degree definitely treated.

In 1924 and 1925, a definite effort was made to bring the high schools in rural districts to the six-year plan, wherever the housing conditions and other conditions were at all favorable. While five teachers had been given out as the minimum number for the six grades, schools were authorized to attempt the six-year plan tentatively with but four teachers. By 1926, the advice to attempt the six-year school was given with more caution. The numbers of six-year high

\*An address delivered before the Commission on Secondary Schools at the time of the annual meeting in Chicago, March 13, 1929.—Editor.

schools, compared with four-year, show the following results for certain years through this period:

1920	746	4-year schools
	0	6-year schools
1924	804	4-year schools
	104	6-year schools
1926	799	4-year schools
	165	6-year schools
1927	812	4-year schools
	253	6-year schools

While the six-year high school is mostly a reorganized high school for the small district, it is represented in cities also. 21 of the Ohio six-year high schools have 750 students or more—2 of them enroll 2,000 or above. Similar data from other states are not easily obtainable. The report of the U. S. Department of Education puts all reorganized high schools together where size is treated. 43 of the 253 Ohio six-year schools are in districts with 3,000 or more population. In other words, we have 210 six-year high schools which are in small villages or rural districts.

The 1921 Ohio High School Standards somewhat definitely defined requirements for junior high schools. Visitation of these junior high schools was, however, deferred from time to time. Only two city junior high schools were formally reported on by state supervisors from 1921 to 1926. At the latter date, about 80 junior high schools were operating in cities. 36 of these were in cities of above 50,000 population. The fact that these schools were not visited and reported on does not prove that their plans were unknown to the Department of Education. Staff members or principals or both from these cities discussed with the state high school staff from time to time the content and arrangement of studies, the qualifications of teachers, and the allotment of credit.

The question of credit for junior high work still is somewhat open. Opinion in the North Central meetings seems to favor graduation on 12 senior high credits, but until colleges are satisfied with this plan there must be means of estimating at least some of the junior high

credits. One peculiar tendency which appeared for a time among some schools was to give one unit for each subject assigned five 45-minute periods per week for a year. As there would be about six such studies each in 7th and 8th grades, and perhaps five in grade 9, the student emerging into grade 10 would have already 16 or more units. At present it seems necessary to distinguish some junior high work, to at least 4 units, as credit work in the sense in which units are to be carried on to college. The problem here is to keep students, and perhaps teachers, from thinking that certain work is the more important because it will eventually have this credit character. In this matter the eventual use of credits for college entrance has its influence. Our present Standards state, "The assignment of credit in terms of definite units before the 9th year is not advised, \* \* \*. In the 9th year four definite units of credit, besides music, guidance and activities, and physical education should be distinguishable \* \* \*".

On the selection of teachers for the junior high school, and their minimum qualifications, there has been some difference of opinion. The certification law first recognized junior high teachers in 1921. It then stated that teachers with elementary certificates may teach elementary branches in junior high schools, and that teachers with high school certificates may teach in any grades of junior high schools. (Since that time, our high school certificates have become specializing.) Prior to 1921 it had been held that elementary certificates were required for teaching in 7th or 8th grade, and high school certificates for teaching above the 8th grade. However, in no case has our certification law helped us much on qualifications. Even now only 2 years of preparation are necessary to take the high school examination. The high school standards are much in advance of the certification laws.

The persons in charge of some of the city junior high schools claimed that the greatest need was of teachers who had had experience with boys and girls

12 to 14 years old. They asserted that young college graduates did not fill well the role required of the junior high teacher. With somewhat limited salary schedules, they could not pick from experienced senior high teachers. The Department of Education was urged to promote standards for junior high certificates. That was not done, on the ground that we should never yield to a standard below four years of college preparation, while something like a three-year curriculum was thought of at the time. One state college actually announced a two-year curriculum for junior high teaching. While the Department of Education gave express consent to the employment of the experienced teacher, we were never convinced that junior high standards should not demand degree graduates. Experience has brought us to the following pronouncement, which seems to have common consent:

"Junior high school teachers are subject to the same training requirements as senior high school teachers, except that when a junior or six-year high school is inaugurated in a district, superior upper grade teachers in the system with at least two years of preparation may be appointed on condition that they add to their preparation as indicated in 1 above. Such a teacher from another system may be selected upon special permission of the Department. No six-year high school may have more than 20% of the teachers so undertrained." The reference in respect to additional preparation of under-prepared teachers is to a requirement of 6 weeks of summer school annually for such teachers. From this, teachers with 20 years of high school experience prior to 1926 are exempted.

Perhaps it is best at this point to discuss qualifications of special teachers. Of special teachers of home economics with degrees, there have been enough for several years, and our junior high schools have employed no other home economics teachers. Those with less preparation found they could not get employment even before the home econ-

omics curricula of less than four years were discontinued in the state in 1926. There are a good many home economics teachers in our junior high schools with less preparation who began in junior or senior high schools in the early 20's. The rule as to additional preparation applies to them even if they have life certificates. This remark is inserted here, as it applies generally to special teachers with less than 20 years of experience.

Of other special teachers who can do exactly what is wanted of them, there has not been and is not always yet a sufficient supply. The Standards have been requiring but two years of preparation. Announcement was made in 1927 (slightly modified in 1928) of the following requirements:

Music, commerce—3 years, 1928; 4 years, 1930

Manual training, physical education, art—3 years, 1928; 4 years, 1931

Dramatics—2 years, 1928; 3 years, 1929; 4 years, 1931.

The difference between the different kinds of special teachers represent no difference in need of preparation, but rather differences in facilities for preparation and output of graduates. We cannot go farther in requiring training than the colleges do in providing it.

The Department in its inspection of junior high schools paid almost no attention to the preparation of the special teachers for many years. Many began with only one year of collegiate or normal training, which was all that our certification laws then, or indeed now, require. A good many of these were graduates of short special courses in other states, who finished courses which no longer exist. That the situation is not worse in respect to preparation of special teachers is due to three causes: (1) rapid turn over—those little prepared mostly dropped out; (2) vigorous administration by city school systems of requirements of additional training in service; (3) combination positions, in smaller units, so that many special teachers were subject to rules respecting academic teachers; (4) in

music, the work of the State Music Supervisors. This leads me to insert the remark that special subject matter supervisors are a great need as a part of state high school inspection. The value of these supervisors has doubtless been impressed on many of us from the story of accomplishment of the New York supervisors, as written in the educational magazines by Dr. Skinner, their chief high school inspector. In Ohio we now have, besides the music supervisor, a physical education supervisor, who will doubtless do for physical education programs in junior high schools what general high school supervisors can not hope to do. Such a supervisor is able to work successfully also, on the teacher-training end of high school progress in his special line.

The more practical a line of school work, the harder it seems to be to get college-trained teachers. If vocational try-out work is a part of our junior high program, it is necessary to have the pupils taught in these courses by really skilled tradesmen. The man we want will be an outstanding member of his craft, able to earn the highest wage in it. Teaching may offer him less pay. It usually does. He will want to work at this trade in summer, and hence not go to summer school. Obviously modified requirements are needed for these men. Few of them come under the Smith-Hughes law. Junior high pupils are too young for that, and the courses are definitely pre-vocational. No count of the number of these men in Ohio had been undertaken until last Saturday. It was found that we have far fewer than we supposed—that most of the persons teaching industrial arts in Ohio have three or more years of college or normal preparation. This, however, may not be so good an indication as it seems—it may signify that we have not the number and quality of vocational try-out courses under skilled men that we should have. This is obviously a most important field for junior high school inspection. We cannot claim to have covered it to any great extent.

We are frequently challenged for a

reason for attempting a four-year requirement for special teachers. Our reply is that they should have the cultural background of other high school teachers. We would not tolerate a Latin teacher who has devoted a year or two to the intensive study of Latin only, or of Latin and education, though possibly such a teacher might read and compose Latin better than nine-tenths of our teachers who are beginning to teach Latin. The junior high teacher must have some minors and other college work, besides his field of specialization, if he is to be the sort of *person* whom we want to qualify. We are emphasizing that our commercial and music and physical education teachers must study English, social sciences, and a few other subjects, to a total of 40 semester hours or so. The requirement of 15 semester hours of education for all teachers has been in effect a long time, and there are few exceptions to it, as the certification law covers it. Exceptions are mainly the tradesmen spoken of above.

So far we have not spoken of the other major field of junior high supervision with which we have had to deal—the curriculum. Most of the few junior highs which developed in the 1900's had as their object the acceleration of able pupils. One of those in Baltimore has survived with that sole object—superior sixth graders are placed in this school with the opportunity to reach the 10th grade in two instead of three years. That being the case, the dominating thought of junior high curricula, until about 1921 and 1922, when the books of Koos and VanDenburg appeared, was to bring the higher subjects in earlier, to shorten the reviews and repetitions in arithmetic, geography, grammar, and American history, and bring in algebra, general science, history of other lands, Latin and new types of English, such as were generally little represented below the 9th grade. The experiments of Dr. Briggs were mostly along those lines. Spanish, French, German and Latin were taught a good deal, and in good earnest, not as exploratory courses particularly. With

such origins, and such ideas imposed upon it, the junior high school was less the people's school than the regular high school had been.

However, as the junior high began to be thought of for many, and not just a few, situations, new justifications were proposed in theory and worked out in practice. From about 1912 on the ideas we now have of junior high advantages, other than acceleration of pupils, began to take shape. The most important of these were: (1) better retention of pupils, (2) better scholarship of pupils, (3) exploration and guidance, (4) better teaching. The results of the junior highs in these respects are even now challenged. J. O. Powers in December, 1928, *School Life*, describes his investigations which deny all but the fourth benefit, better teaching, and show but little of it. He shows that his careful tests show poorer scholarship, show less retention, when the effects of attendance laws are eliminated, and show that non-school factors guide these pupils more than school factors do. Earlier investigations showed different results from his in the matters of scholarship and retention. An earlier study in a California city shows *three times* the retention attributed to junior highs. Obviously these are fields in which high school supervisors should study causes and results. In a study of high school retention which I made myself in 1927, where my quest was only for factors retaining students after grade 9, I found only one dominant factor, *better buildings*. As these commonly were found in districts which had built in connection with junior high school development, the better retention seemed to be in high schools with the junior high introduction. The possible fallacy is obvious.

Whatever may be true as to actual outcomes in these respects, junior high schools have been promoted in Ohio, and are still promoted, with a view to helping toward these benefits. The fact that the benefits are often not attained argues for better work by high school supervisors, local and state. Briggs said some years ago that the success of the

junior high schools depends on the "consistency of skillful supervision." He means that these objectives do not attain themselves, because of new administrative schemes, and nominal changes in course content, but all factors must be brought to maximum force to work toward the needed ends. The theoretical basis of the junior high school seems so sound, and it has so far met both expert and popular approbation, that there is no turning back anyway.

With the idea of doing for the pupils what perhaps ought to be done, or at least of satisfying the needs of pupils as they felt them, the *differentiated* junior high curricula appeared, that is, parallel curricula in junior high schools, as we have parallel curricula in senior high schools. Such parallel curricula were introduced in Pittsburgh, for instance, being academic, commercial, technical, and trade. These involved an important choice at the end of the seventh grade, with change not easy to effect. All but the trade course led, however, to entrance to certain senior high courses in Pittsburgh's cosmopolitan high schools. Advanced trade school courses followed the junior high trade courses also, and the latter involved rotation through several shops for try-out purposes. We have tried in our junior high supervision in Ohio to keep away from too deep an early specialization. The junior high school committee of the North Central suggested that one general program of studies be offered rather than several parallel arrangements of offerings, that the program be limited to constants in the beginning, with gradual increase of electives later. The *general* program permits ready transfer of pupils from one subject to another, as the school does not have curricula with sequences of specialized subjects so that to elect a subject or course becomes a decision of permanency. Our recommended program of junior high studies, which represents general practice in the state, has no electives in the 7th year, and none in the 8th year until the second half, when one elective is to be chosen, fol-

lowing a course in vocations the first half of the year. The electives are all exploratory and include introduction to business practice, foreign language, industrial arts and fine arts. The ninth year increases elective possibilities to 17 out of 28(or fewer) periods.

The Department of Education has had no trouble to get agreement in principle with this idea of a general program with constants and variables. The few exceptions in the state are for special groups of pupils, who have exceptionally large or exceptionally small ability. The real difficulty with junior high programs has been to limit the number of studies required at one time—the number of class hours per week expected of the student. Instances of 45 periods per week occurred. 35 periods were common in 1925, and in the Standards of that year that many periods were proposed. As Koos said, we should not accept the "typical" and "standard." From many points of view 35 periods are too many to be assigned. VanDenburg spoke of this as a maximum number. The numbers of allowable periods seems at present our greatest external problem in junior high school regulation. The new standards (1929) say not over 29 periods with the suggestion of as low as 23 in the 9th grade if the work is mostly of intensiveness comparable to senior high. Some teachers and administrators reject our advice on this question. "We must have 6 or 7 periods of English" (including reading, writing, composition, grammar and literature), they say; again, "We must have three years of mathematics"; "We must have both history and geography"; "We must teach Ohio history"; and so around.

Closely related to the too great load is the too great teacher load. Unless the ratio of students to teachers is low, the number of student hour periods to the teacher runs high, if pupil programs are over-heavy. S. P. Unzicker of Fond du Lac, writing in the February *School Review* reported a variation of 17 to 33 students per teacher, and of 469 to 949 student hour periods per teacher per week. Certainly junior high standards

should not permit 949 student hours per week to a teacher. We are here considering "recitation" time or the periods other than study hall and like assignments.

After all, the Department of Education in its inspection of junior high schools is more interested in whether the school is so conducted as to really realize objectives. The objectives are of course the seven cardinal principles of education, or, as we have set them up, nine, as we have attempted to add *development of individuality* and *broad-mindedness*. The junior high school should also realize its supposed advantages in realizing objectives. These we have put in ten points, part of which will be seen to be administrative, but most of them requiring much more than administration. These are: (1) educational environment suited to their age, (2) exploration of their interests, aptitudes and capacities, (3) exploration of the major fields of human activity, (4) provisions for individual differences, (5) more gradual transition to later years of secondary education, (6) democratization of the groups, (7) socialization of the groups and individuals, (8) through the exploratory efforts and through guidance, wiser choice of further schooling and of vocation, (9) useful vocational training for those soon to become workers, (10) development of more leadership and responsibility.

Obviously the above program requires much attention to extra-curricular activities and to guidance. These the Department is promoting, in all high schools, but especially in junior highs, as energetically as it can. Guidance is an especially baffling problem. The great need seems to be for our colleges to give courses and clinics in guidance. The most that inspection can do is to try to get the teachers to read the literature of the subject of guidance. Such reports as that of the Bureau of Educational Counsel of the LaSalle-Peru (Ill.) high school and case descriptions of the Denver advisory plan are worth more than theoretical statements. Much of the success of the whole junior high enterprise

however depends on the way the classes are taught or conducted. VanDenburg says, "Each teacher must be able to analyze his own subject into those elements that will be of value in providing training in special fields other than his own." This is a large order. Teachers are not always engaged even in analyzing their own subjects into elements for future growth in these subjects, or for the general ends of education. The laboratory-library method is the one to be advocated to realize several of the above advantages of the junior high. That means a fine working library, and fine conditions for working with the library. The N. E. A. Committee recommended that the junior high library accommodate every class once a week. The classes should be taken into the library for library instruction and orientation. We have a lot of junior high library rooms in Ohio too small for this. We are, however, urging the classroom or departmental library, and the purchase of not one but several copies of those books which are the most interesting and helpful references for certain topics.

Mr. J. R. Shannon of Indiana in the December *School Review* states that there has not been enough realization of the specialization opportunity in Indiana junior high schools. We have not wanted specialization, as explained above. We do, however, feel the need of more and more satisfactory vocational try-out work in the eighth grade, and better shop courses in grade 9. In small 3-3 schools, or as most of ours are, unified 6-year schools, there are definite limitations on what can be done. We need better industrial arts men—those who know something more than bench work in wood. But many of the larger schools are short in this important particular. Cleveland started out some years ago to have eight types of vocational work each for boys and girls. Only part of the schools then have realized this for boys, and I think none for girls. Are there eight desirable vocations which employ many girls? If not, how many and what ones?

Too much attention has been given

in Ohio to the junior or six-year high school merely as a type of organization—a type which *promised* more than the old types. Only more recently have we put real energy into a drive for the *delivery* of what is promised. The big city junior and six-year highs for the most part guide us rather than receive guidance from us inspectors. Our work is mostly to get the smaller units to function as far as possible toward real junior high ends. Our attack has been through a comprehensive study of what they really are doing, made mostly by our Mr. L. W. Reese. This gives us more light for regulations and advice. The publication of a manual this year—the first since 1925, and much more definite than that of 1925 is bringing our people to see that they cannot conduct 6-year and junior highs unless they adopt real junior high policies. The new schools are getting started more nearly right. The old ones are coming up or leaving off the nominal reorganized plan. Most high schools of two counties went back to the 4-year this year. Some of these were 6-year high schools with but four teachers. These we consider impossible, as there cannot be the necessary differentiated work.

Our survey and inspection of junior highs has been aided much by the loan of the part-time services of three professors from the Department of School Administration of Ohio State University. These men, Drs. E. E. Lewis, D. H. Eikenberry, and Earl W. Anderson, have secured us unusual respect in our recent efforts and they have also absorbed especially well the pertinent facts from the field on which to base future standards and procedure.

In respect to the precise question of *chartering* junior high schools, there has been some indifference on the part of these schools as to whether they were chartered or not. Not so as to six-year schools, however. They, like traditional type high schools, or senior high schools, need charters because of the college entrance consideration. All of the six-year schools are chartered, and in every case upon an inspection. The great prob-

lem with most of them is to have their earlier years strong in the respects in which a junior high is expected peculiarly to function.

The distinct junior highs have cared less whether they were chartered or not. Senior highs in the same systems have naturally accepted the students into their 10th grades as a matter of course. This charter idea is in these schools one in which it seems necessary to cultivate an interest, like the standardization of elementary schools. The purpose and need is not obvious as in the college entrance years. On the other hand these "independent" junior highs do in most cases have the essentials of junior high practice. They are mostly entitled to charters whether they care for them or not. We expect to have all of them possessed of charters and all of the senior highs accepting students from junior highs

without entrance examination only if the junior highs are chartered, as the University does the high school graduates within a short time. We hope to have this a matter of state policy by common agreement. Indeed, we dream of the standardization of all elementary schools in the next few years.

We do not believe that standardization need cut off initiative. It is often said we do not know the eventual best form of organization—it may be 6-2-4 or 6-4-4, or something else. Yet the indications are that 8-4-4, elementary, high school, college standards have done much for education and little against it. We cannot judge desirable variations except as we have some norms to vary from. We believe we can charter and standardize and not interfere with *one* superior practice or valid educational experiment.

I often think, as I read some of the quick solutions to illiteracy and to other things, of my experience with quack medicine. They are long on promises and short on results. There is no political maneuver or any single law or anything of that kind that is going to clarify for education the means by which we should carry on in administering it.—Secretary Wilbur.

# Some Observations and Comments on the Present Status of Secondary and Higher Education\*

BY WILLIAM JOHN COOPER

UNITED STATES COMMISSIONER OF EDUCATION

John Dewey, in an article entitled "A Critique of American Civilization" says, "The most extraordinary matter, however, is the expansion of secondary and higher education. No one can tell its cause or import, but in velocity and extent it marks nothing less than a revolutionary change. It used to be said that only one in twenty of the elementary pupils found their way into high school, and only one in a hundred into college. Now the number in the lower schools is only five times that in the secondary schools, and there is one student in a college to twenty in the elementary. And the astonishing thing is that the expansion has occurred at an accelerating rate since 1910. There are for example at least six times as many

students in colleges and professional schools as there were thirty years ago, and tenfold more in secondary schools. Let the worst possible be said about the quality of the education received, and it remains true that we are in the presence of one of the most remarkable social phenomena of history. It is impossible to gauge the release of potentialities contained in this change; it is incredible that it should not eventuate in the future in a corresponding intellectual harvest."<sup>1</sup>

The first thing that any observer of American education must note is this amazing popularization of high schools and colleges within the short period of one generation. The figures by decades for thirty-six years are:

Table Showing Enrollment in High Schools and Colleges in Certain Years 1890-1926, and the Percentage Which Such Enrollments Were of the Eligible Age Groups in the United States.

YEAR 1	Population 14-17 in Thousands 2	Enrollment in Public High Schools in Thousands 3	Per Cent is of Column 2 4	Population Ages 19-22 inclusive in Thousands 5	Enrolled in Col- leges in Thousands 6	Per Cent is of Column 5 7
1890	5,295	203	3.83	5,026	122	2.43
1900	6,163	519	8.43	5,928	168	2.83
1910	7,230	915	12.66	7,242	267	3.68
1915	7,483	1,329	17.76			
1920	7,736	2,199	28.43	7,321	462	6.32
1926	8,040	3,757	46.73	7,368	767	10.41

Never in the history of the world has a social experiment of such magnitude been attempted.

\*An address delivered before the Association at the time of its annual meeting in Chicago, March 15, 1929.

<sup>1</sup>Dewey, John. A critique of American civilization. In *Recent Gains in American Civilization*. Ed. by Kirby Page, pp. 268-269.

A second fact of unusual interest is the remarkable agreement between the college professors and the administrators of high schools upon issues of vital importance to high schools. Thomas H. Briggs, acting for the Committee on Secondary Education of the Commission on Articulation of the Units of

American Education appointed by the Department of Superintendents of the National Education Association, has tabulated the answers of 39 professors and 115 administrators to a questionnaire involving ten such issues. The returns show 89.5 per cent to 98 per cent of the total replies taking the same side of the controversy on five issues out of the ten and the differences of opinion between the two groups on any one of these issues is practically nil.

The issue which showed the widest divergence of opinion was this: "Shall secondary education continue at public expense for all adolescents as long as they elect to attend or be limited at the discretion of school authorities?"<sup>2</sup>

"That this is a very real issue" writes Doctor Briggs, "is manifest by the responses of our correspondents. They divide almost evenly on the question. The professors, however, are much more in favor of no restriction than are the administrators, who have to deal with concrete problems; 66.7 per cent of the former, and only 45.6 per cent of the latter, favor the first alternative."<sup>3</sup> In passing it may be remarked that the figures submitted in the table given above seem to indicate that the public is deciding this controversy in favor of the first alternative.

On the other four propositions submitted there is fair agreement in the alternative selected and a surprising agreement between the two groups in the answers returned to Doctor Briggs' committee.

A third situation that seems to merit brief comment is concerned with this very problem of articulation to which the Department of Superintendence gave so much time and effort during the past year. This difficulty may be taken as evidence that the organization of high schools and colleges no longer suits the conditions imposed by the increased demands. As long as the colleges were

attended chiefly by those who were entering the professions and the secondary school was primarily preparatory in its curriculum the important problems were concerned with standards of courses, qualifications of teachers and preparation of textbooks. With a slacking of our population growth and with immigration to recruit the ranks of common labor restricted the percentage of native population required for service in the profession and directive positions in business, finance, and industry is likely to decline. The advancing standards set for entrance to the professions of medicine, law, teaching, and dentistry and demands for more stringent entrance requirements for training in other callings indicate no shortage in these fields. In fact, all indications are that the demands on the colleges are for new types of work and for service to types of minds not heretofore found in college halls. In the case of the secondary schools the situation is even more serious. Efforts have been made, of course, to meet the new demands by setting up courses in commercial work, in agriculture, in homemaking arts, and in trade and industrial training. Almost no notice has been taken, however, of the fact that in some of these callings, as in the case of the professions, there has been a tendency to raise standards and except in a few places where the junior colleges have given attention to the matter, the public school system has left these fields to private enterprise. The upward extension of secondary schools by two years may satisfy this demand. But this will require a new administrative organization of the secondary education as well as new curricula.

The opening of high-school facilities to pupils of types unable to profit by the older curricula seems to require also new materials of instruction. This is generally conceded in theory. We have long since subscribed to such aims of secondary education as healthful living, citizenship, worthy home membership, and proper use of leisure. In courses of study it is frequently asserted that

<sup>2</sup>Briggs, Thomas H. Issues in secondary education. A definition of secondary education. *The Department of Superintendence Seventh Yearbook*. Ch. X, p. 182.

<sup>3</sup>Ibid. p. 183.

courses in history, literature, and science keep these aims in view but there is still a surprising dearth of materials of instruction designed frankly to accomplish these purposes.

And to further confound the confusion, the popular demand for equality of educational opportunity has brought into existence many high schools of very small enrollment. In 1926 more than 6,000 of the 18,157 high schools in the United States reported enrollments of 10 to 50 pupils and nearly 5,000 more reported 51 to 100 pupils each. It is obvious, I think, that 60 per cent of our high schools are unable without very great expense to minister to the wide variety of pupil types and meet the social demands in the way that larger schools can.

The fourth observation I make is concerned with the experimentation going on in both college and secondary school fields. At college level entrance schemes, curricula, teaching methods, student grouping, and degrees, are all involved. It is unnecessary here to cite specific situations even if time permitted.

In the secondary school field every conference of principals, supervisors or teachers discusses curriculum problems, extra-curriculum activities, and plans of counselling and guidance. In organization a condition of near-chaos prevails. The Seventh Yearbook of the Department of Superintendence records the fact that approximately 16 per cent of all the public high schools in the United States in 1926 could be classed as "reorganized high schools."<sup>4</sup> Seventy-two per cent of the cities of 100,000 population and more had reorganized their secondary schools by establishing junior high schools, and 61 per cent of the cities of population between 30,000 and 100,000 had taken similar action.<sup>5</sup>

The most common characteristic of "reorganized high schools" is a junior high school embracing usually the first three years of the secondary school

period, but almost as many combinations, such as 6-2-4, 8-4, 6-3-3, 6-3-3-2; 7-4; 5-3-3; 6-2-3, etc., exist as formerly prevailed in signals on a football field.

The fifth point I note is a growing dissatisfaction with standardized requirements. Doctor Judd brought this to your attention only last year, when he said:

"I shall content myself . . . with a mere reference to the fact that some of the ablest friends of education are beginning to call in question the standardizing activities of such agencies as the regional associations of which we are one. These critics of standardization are asking whether we are not stifling legitimate experimentation by our efforts to compel institutions to meet standards. President Zook pointed out that there is some ground for the criticisms which have been made and that we must find means to encourage forward movements or our fixed standards will be millstones around our necks."<sup>6</sup>

Later in the year, Doctor Newlon reiterated the criticism when he spoke to the officers of regional standardizing associations as follows:

"The associations and other agencies that have been formed in the last generation for the purpose of establishing standards for high schools and colleges have been the objects of considerable criticism in recent years. An increasing number of students of secondary and higher education have come more and more to feel that these agencies are at present having a deadening effect on the schools which they standardize."<sup>7</sup>

So much for general observations. What can we do about it? At the risk of overstepping the bounds of propriety for an officer of the United States Bureau of Education which traditionally searches out the facts and publishes

<sup>6</sup>Judd, Charles H. A method of securing national educational standards. *North Central Association Quarterly*, Vol. III, No. 1, June, 1928, p. 43.

<sup>7</sup>Newlon, Jesse H. How can standardizing agencies best serve the cause of education in the future? *The North Central Association Quarterly*, Vol. III, No. 2, September, 1928, p. 208.

<sup>4</sup>National Education Association. *Department of Superintendence, Seventh Yearbook*, p. 211.

<sup>5</sup>Ibid. p. 211.

them I offer some comments and suggestions:

First: I should like to see more studies made in the legitimate demands of various callings upon educational institutions. I realize the value of studies already made in some of the professional fields especially in medicine and law. It may be that we shall find the motives of trade-regulation behind some demands for higher standards. What education and training, for example, are really needed for teaching in the public elementary schools? Does this work belong to high school level, to junior college level, or to senior college level? What demands are made on private secretaries to executives in large business enterprises or in college and city school administration? On what educational levels should such training be given? I believe that such work is likely to provide the answer to the question, What fields should the junior college occupy?

Second: As the economic well being of our people increases and as improved methods of production, exchange and distribution are perfected, it is reasonable to suppose that an ever-increasing percentage of our population can have the advantages of a liberal education. Personally, I think that this is likely to be an important function of the four-year collegiate unit of the 6-4-4 organization. What should constitute the course of study in such a unit? I cannot believe that its constants will be languages, either ancient or modern, although our own literature will doubtless occupy large place. Will the basic work consist in extending to all the people some knowledge of the advances made in the physical and biological sciences? May not this prove to be the right educational level for accomplishing our best work in citizenship, training for worthy home membership and the proper use of leisure time? I am much interested in the experiment that Mr. Wood is carrying on under direction of one of your committees at Stephens College, Columbia, Missouri, and that is in progress at Joliet. I should like to see more such experimentation undertaken.

Third: Although I hesitate to bring up the matter, I should be negligent were I not to suggest that the whole field of degrees receive new consideration. There are careful studies of the Graduate School now in progress and a great deal is being said about the master's degree in particular. I raise the issue at this time because I know that the growth of the junior college will force the degree problem to the front. It is unfortunate in a way that about the time the bachelor's degree is stabilized in America, this new institution appears as an upsetting factor. Shall the bachelor's degree be returned to its historic place? Or is there need at the close of the junior college for a degree which marks an *end* rather than a *beginning*—as the bachelor's degree now does for the majority of its holders? If the junior college is to occupy the level which I believe it can best serve and not endeavor to do senior college work, some degree must be granted at the close of the junior college. Many who are unsuited to the quality of scholarship or the occupational training which should prevail at senior college and graduate levels will be satisfied, I think, with junior college accomplishment if it carries the sacred right to a few letters after one's name.

Fourth: I should like to see all diplomas and degrees given as marks of mastery of certain fields at different educational levels. This means of course doing away in large measure with free election of courses and the piling up of units to graduate. In the professional fields our degrees do now imply a mastery. I think the present chaos has resulted in part from many small colleges attempting to do everything. We may as well admit that the scholars necessary to handle all these fields well do not exist in sufficient numbers to permit this comprehensive program except in the largest institutions which must forego some of the humanizing advantages of the older American college. As those institutions which want to remain colleges specialize, it would appear that degrees might come to be standardized

to represent rather fixed levels, i. e., bachelors', masters', doctors', and that the fields mastered at these levels be indicated also by whether the degree is in arts, science, music, medicine, law, education, dentistry, pharmacy, etc. Our standardizing agencies would then be occupied less with defining units and courses. These could be safely left to

local faculties. The content to be mastered for a diploma or degree in a given field at a given level would present much more complicated situations but I think would be much more worth while when done. These tasks constitute real challenges worthy of the best talent in all of our associations of the type here assembled.

### Tool-minded Chaps

Among a crowd of boys there is always a good percentage of tool-minded chaps who take to tools and machinery like ducks do to water. To over-emphasize cultured studies among such lads is to kill all ambition and initiative among them. . . . The school of the future will be like the old colonial homestead, a nucleus of occupations. The scholar will have presented to him vistas of trades and professions for a possible life choice. He will be warned against certain professions and trades for which he has manifested no physical or psychological leanings. Less will be left to chance, as it is today.—From an Editorial in *School Life*.

## Constructive Activities in Improving Instruction in Eighty-seven Institutions\*

By FLOYD W. REEVES, PROFESSOR OF EDUCATION AND DIRECTOR BUREAU OF SCHOOL SERVICE, UNIVERSITY OF KENTUCKY, LEXINGTON, KENTUCKY

In the time allotted me upon this program I shall confine my remarks to a discussion of unpublished studies and efforts to improve instruction. The information was obtained by personal visits to 87 institutions. Included among these institutions are 49 privately endowed four-year colleges of liberal arts, 12 privately controlled junior colleges, 12 state controlled teachers' colleges and normal schools, 4 state universities, 2 state controlled junior colleges, and 8 colleges for colored students. Four of the colleges for colored students are under private control and the others are state institutions.

From all of these institutions information was obtained concerning the methods used for the improvement of instruction. The visits to 58 of the institutions were made in connection with more or less intensive and complete surveys. The other 29 were visited to obtain data for investigations which I was making for the Commission on Higher Institutions of the North Central Association of Colleges and Secondary Schools, and for the Commission on the Cost of Instruction of the Association of American Colleges. Although I recognize the work of junior colleges and junior college divisions of four-year colleges as essentially of the character of secondary education, yet it seems advisable to include such institutions in this report.

Obviously, it will not be possible within the time limits of this discussion, to

do more than to summarize very briefly the types of experiments under way and the techniques and procedures employed, and to present a few concrete examples.

First-hand observation of what is going on in the colleges and universities of this country makes it perfectly clear that the scientific spirit is at last beginning to operate in the field of professional education at the level of the college and the university. With relatively few exceptions, the instructional techniques employed in institutions of higher learning are still of a crude "rule-of-thumb" type. When consideration is given, however, to the recency of the development of scientific methods of attack in the field of education, there appears to be little reason for discouragement. Years of fruitful work at the levels of the elementary and secondary schools have made available valuable techniques for investigation, many of which are equally applicable to education at the higher levels.

A considerable number of the colleges and universities included in this study are now beginning to use objective methods in the analysis of their instructional problems. Procedures and devices designed to improve instruction seem to be employed more frequently in colleges of education and in junior colleges and junior-college divisions of four-year colleges of liberal arts than in institutions of other types. Greater use of controlled experimentation has been made by colleges of education in universities than by any other type of institution.

It is surprising that teachers' colleges and normal schools, institutions having as their major function the improvement

\*Address delivered at the Cleveland meeting of the National Society of College Teachers of Education, February 27, 1929, and inserted in the Quarterly by request of many individuals who are connected with the North Central Association.—The Editor.

of teaching in elementary and high schools, should have done so little in the way of discovering methods whereby the instruction of their own students might be improved.

The methods most frequently employed for the improvement of instruction in the institutions visited may be classified under three general heads: (1) administrative procedures designed to improve instruction; (2) experiments in teaching method; (3) education courses, lectures and forums for the discussion of instructional problems. I shall treat these three topics in the order named and follow this discussion by a brief description of the methods employed for the improvement of teaching at a college which has developed a somewhat elaborate program for improving instruction.

The administrative procedures for improving instruction noted most frequently at institutions visited include the following: (a) classroom inspection and supervision of instruction; (b) administrative devices for individualizing instruction; (c) studies of the classification of students, student load, and duplication in the content of courses; (d) orientation courses; (e) ability grouping.

The number of institutions attempting supervision is relatively small. Half of the colored schools and a few of the junior colleges and teacher-training institutions for white students carry on limited supervisory programs. Only one of the 49 privately endowed colleges of liberal arts has attempted a definite program for the supervision of teaching. At all of the institutions having supervisory programs, deans trained in the field of professional education serve as supervisors. At only a few of these institutions does the supervisory program include classroom visitation by the supervisor. In a number of cases supervision takes the form of classroom visitation by teachers. At one institution the dean visits classes and observes the instructional activities under way. Certain weaknesses are noted. At a later conference of the teach-

er and the dean, it is suggested that the teacher visit classes conducted by other instructors who are particularly strong with respect to methods in which the teacher under observation is weak. Sometimes local teachers are selected for observation; at other times the instructors selected are teachers of the same subject at other institutions. There appears to be rather general agreement among the teachers and officers of administration at the institutions having supervisory programs that classroom visitation and other forms of supervision result in improved instruction.

Administrative devices for individualizing instruction are being used by an increasing number of colleges and universities. The device most frequently employed is some form of the so-called "honors-course." Approximately one-fifth of the 87 institutions represented in this report now have what they term honors courses for juniors and seniors in some or in all departments. More than one-half of the institutions having honors courses have established these courses within the past two years. In establishing honors course programs most of the colleges have adopted the Swarthmore College plan or a modified form of this plan. The essential elements of the plan have been set forth in the following statement: "Honors students are excused from the ordinary examinations and course requirements. Instead, they are expected to spend two years in mastering a certain definitely outlined field of knowledge over which they are examined at the end of their two years' work. Their instruction is mainly individual, and a large part of their work is done independently by their own reading." At a few institutions the plan differs from that of Swarthmore in that honors students take courses with other students and, in addition, carry on special investigations in some field of concentration. At all of the institutions offering honors courses from which information was obtained, the plan includes a general final examination in the field of concentration.

Studies of the classification of students, student load, and the content of courses have been made by a number of the colleges and universities investigated.

Some of these studies show much overlapping of classes, as regards the classification of the students enrolled. Eighty per cent of the classes at one institution had students enrolled from each of the four years of the college course. At another institution five per cent of the classes had students enrolled from the freshman, sophomore, junior and senior years, and also from the graduate school. Such a degree of overlapping of classes may interfere seriously with the effectiveness of instruction. A scientific analysis of the situation existing is the first step in a remedial program.

At twenty-two of the institutions where surveys were made, the surveys included investigations of the amount of time students spent upon their various activities. For all of the students reporting from these twenty-two institutions, the average amount of time expended weekly upon school work was 42 hours. The range for all of the full-time students reporting was from 20 hours to 70 hours. The range in the average amount of time spent weekly per student, by institutions, was from 36 hours to 48 hours. At most of the institutions the amount of time spent for each credit-hour carried was found to be more than twice as great for some instructors as for others.

At three of the colleges where studies were made of student load the students rated their instructors as to efficiency of instruction. With the exception of a few teachers whose requirements were clearly excessive, the teachers obtaining the most work from their students were rated as the better teachers.

Investigations of the duplication existing in the content of courses have been made by a number of institutions. The findings indicate that duplication of this type exists more frequently in social sciences, agriculture, and education than in the natural sciences, for-

eign languages, law, medicine, or engineering.

The survey course, as an administrative device for the improvement of instruction, is now established in so many institutions that an elaborate description of the purpose of such a course is unnecessary. Sixty per cent of the institutions investigated offer courses which they designate as orientation or survey courses. At some institutions the so-called orientation course consists merely of talks about methods of study, the use of the library, and subjects of a similar nature. A few institutions have courses similar to the course on "Social and Economic Institutions" first offered at Amherst in 1914. Others have courses similar to "Introduction to Contemporary Civilization" at Columbia, to "Evolution" at Dartmouth, or to "The Nature of the World and Man" at the University of Chicago.

Ability grouping is an administrative procedure employed by approximately one-third of the institutions visited to provide for individual differences of students enrolled in the freshman and sophomore years. At some institutions the basis of sectioning students is the so-called intelligence test; at other institutions, subject-matter tests are employed for this purpose. A few colleges employ both intelligence tests and subject-matter tests for purposes of student classification. Although most of the institutions which have sectioned students upon the basis of ability state that the plan is helpful, yet there seems to be little evidence of any attempt to measure objectively the effectiveness of such sectioning. There is need for measurement of this type.

The second means mentioned for the improvement of instruction relates to experiments in teaching method. The following types of experiments will be noted: (a) the lecture-demonstration method for science classes; (b) objective testing; (c) supervised and directed study; (d) diagnosis and remedial work; and (e) individualized instruction.

Four of the institutions included in

this study are conducting an experiment with the lecture-demonstration method of instruction as a substitute for the laboratory method, in first-year college chemistry classes. Professor Virgil Payne of the chemistry department of Transylvania College is directing this experiment. The study is based on six groups of paired sections of general college chemistry. For the first semester one of the paired sections was allowed only the privilege of seeing laboratory work performed for them by the teacher in lecture demonstration while the other section performed the same laboratory work by the more generally accepted individual plan. As measured by the Iowa Placement Examination, only one of the six groups was equal in aptitude for chemistry study to the norms suggested by the author of the test. The results of the experiment showed that this best group was the only one of the six which appeared to profit more by beginning the chemistry course with individual laboratory work than by beginning the course with lecture-demonstration work. Although the experiment is as yet incomplete, two tentative conclusions have been reached by the experimenter: (1) It is unwise to require individual laboratory work of all beginning students in chemistry; (2) Students of lesser aptitude in chemistry may profit more by observing teacher experimentation preceding individual laboratory work than by beginning laboratory work without such observation.

Objective tests are being used to supplement the older essay type of examination by several departments in a number of colleges and universities. The use of such tests has increased markedly during the past three or four years. At some of the junior colleges and teacher-training institutions, practically all of the departments make some use of the new type of examination. Only a few of the colleges visited have never attempted to use such tests in any department.

One notable experiment in the supervision of the study of freshmen has been

carried on recently at Purdue University. I shall not take time to describe this experiment, since a description is available for reference in one of the series of publications on higher education of Purdue University.

Diagnosis of individual difficulties by means of case studies is a device which promises to result in improved instruction. Considerable work of this type is being carried on at a number of the institutions visited.

A number of colleges report various kinds of classroom devices for individualizing instruction. Sometimes pretests are administered at the beginning of the term and students are excused from those sections of the course with which they are already sufficiently familiar to pass the test. At several of the institutions classes are organized for independent work, the students meeting the instructor from time to time for conferences.

The third method mentioned for the improvement of instruction consists of education courses, lectures and forums for the discussion of instructional problems.

Education courses taken by college teachers may be grouped into four classes: (a) resident courses in higher education; (b) extension courses in higher education offered for credit; (c) non-credit extension courses in higher education; (d) education courses not designed primarily for college teachers. Although few institutions of higher learning require education courses of their teachers, instructors are electing such courses in ever increasing numbers. At most of the institutions offering resident courses in higher education the courses are open both to faculty members and to graduate students who are not faculty members. At some institutions the administration has brought pressure to bear upon younger faculty members to attend courses of this type. At other institutions attendance is voluntary. The number of extension courses offered in higher education is increasing, although this number is still small. Some of the institu-

tions included in this study are now offering non-credit extension courses in higher education for the members of their faculties. These courses consist of series of lectures by specialists from the universities offering the extension work. The number of college teachers electing general education courses not designed primarily for college teachers appears to be increasing rapidly. Some of the education courses designed for high school teachers have been found to be of value for college teachers. A considerable number of college teachers have also elected special-method courses in the subjects which they are teaching.

Of the 87 institutions included in the group studied, about a dozen have developed plans for the improvement of college teaching which include lectures and forums for the discussion of instructional problems.

Thus far, I have presented a summary of efforts to improve instruction in 87 institutions. I shall now proceed to describe in somewhat greater detail the plan under way to improve instruction at Christian College, in Columbia, Missouri. This institution has been selected for two reasons: First, because of the care with which the program has been worked out; and second, because I have some first-hand information concerning the improvements which have been brought about at that institution. A brief description of the program for improvement carried on last year, and the program now under way, will serve to illustrate the methods employed there for the improvement of instruction.

At the first faculty meeting of the year, held prior to the opening of the session, the discussion centered around the importance of professional study and growth. An outline program of faculty meetings was then presented to the teachers by the dean of faculty, and a program committee was appointed. Announcement was made that faculty meetings would be held twice each month, one meeting to be given over entirely to a discussion of professional topics, and parts of the other meeting which were not needed for administra-

tive purposes to be devoted to professional study. The teachers were informed also concerning a professional library which was to be made available for their use. Twelve books were selected for study. These books were purchased by the institution, several copies of each of the more important ones being obtained. The following books were selected:

- (1) Kelly: The American Arts College
- (2) Morrison: The Practice of Teaching in the Secondary School
- (3) Wood: Measurement in Higher Education
- (4) Klapper: College Teaching
- (5) Headley: How to Study in College
- (6) Kilpatrick: Education for a Changing Civilization
- (7) Kilpatrick: Foundations of Method
- (8) Koos: The Junior-College Movement
- (9) Charters: The Teaching of Ideals
- (10) Knox: School Activities and Equipment
- (11) Stowe: Modernizing the College
- (12) Proctor: The Junior College

At the first professional meeting a mimeographed copy of the results of the freshman intelligence tests was placed in the hands of each teacher. The hour was given over to a discussion of the interpretation, significance, and use of these tests.

The second and third professional meetings were used for discussions of The American Arts College, by Kelly. The topics which incited the most interest were the measurement of instruction and personnel management. So much interest and such a diversification of opinion resulted from these discussions that the program committee arranged to devote one additional meeting to each topic. A specialist in personnel management was secured to speak at the meeting devoted to this topic. At the meeting given over to a discussion

of measurement, a study was presented of the distribution of grades at Christian College, and several contributions to the literature in the field of measurement were discussed.

At the fifth meeting Part I of Morrison's book, *The Practice of Teaching in the Secondary Schools*, was discussed. The discussion centered around the new conception of secondary education. Following this discussion the dean presented the programs prepared by the committee for the remainder of the year. He explained that the committee had decided that the faculty members were sufficiently familiar with the professional literature to enable them to make some practical applications to their own classroom situations. The plan proposed called for a presentation by selected faculty members of a discussion of modern tendencies in their own particular subjects, and the uses made of scientific techniques. The hope was expressed that the one presenting the subject would make professional growth by being called upon to state definitely, and to defend his course, and also, that those listening would make professional growth by securing better understanding and more respect for the subject of a co-worker.

Early in the first semester the dean of the faculty began to visit classrooms. The teacher was notified the day before his class was to be visited. The class was observed for the entire period. A few notes were made by the dean after his return to the office. The teacher was then invited to the office for a conference. First, the strong points of the lesson were spoken of briefly, then suggestions as to the possible methods of improvement were discussed. A splendid spirit on the part of the teachers has been accorded and class visitations have since been requested by the teachers from time to time. The officers of administration of Christian College report that the program carried on last year for the improvement of instruction had the following results: (a) an improved professional spirit, manifested

by increased interest in faculty meetings; (b) increased use of objective tests; (c) improvement in the distribution of grades; (d) the development of plans for some form of personnel directing agency; (e) requests from teachers for an extension class, or a series of lectures in college teaching methods; and (f) marked interest in professional literature.

Early during the present year, a number of studies relating to the improvement of instruction were undertaken. The dean of the college and head of the English Department are collaborating in a study, made under carefully controlled conditions, of the effects of remedial instruction in reading upon the success of students in college English. A similar study of the effects of remedial instruction in reading upon success in home economics is being made by the head of the Home Economics Department. The teacher of hygiene is attempting to measure the results of her instruction, not merely in terms of knowledge gained, but also in terms of correct health habits formed. The teachers of foreign languages are planning an extensive experiment to test out the relative value of the indirect method and of the modified direct method of instruction. Other investigations are being planned for the second semester.

My discussion may be summarized as follows: A beginning is being made in a scientific approach to the problem of the improvement of instruction in institutions of higher learning. Carefully controlled experimentation to determine the relative merits of different teaching methods at the college level has not been widely undertaken. The limited extent to which controlled experimentation has been carried on leads to the suggestion that investigation of this type needs to be encouraged. Colleges and universities would do well to test out in an objective manner the results obtained from the use of different teaching methods, in order that the better methods may be discovered and utilized.

# A Comparative Study of Standardizing Agencies

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## I. The Regional Accrediting Associations

### 1. Origin and Purpose

The Association of Colleges and Secondary Schools of the Middle States and Maryland originated in the spring of 1887. At that time delegates from a few Pennsylvania institutions convened for the purpose of establishing closer intercollegiate relations and procuring legislation which might tend to that result. They met at Harrisburg, no doubt because their prime concern was:

... to seek at the hands of the present legislature the passage of a new act ... to render impossible the further taxation of any property of institutions of learning, etc.

Before the session ended determination was reached to effect a permanent organization.

The first annual convention of that organization occurred at Franklin and Marshall College in July, 1887, at which time a constitution was adopted under the name of the College Association of Pennsylvania. The present object of the Association as defined by its constitution is identical with the original statement of 1887, barring minor changes introduced with the inclusion of secondary members in 1892:

The object of the association shall be to consider the qualifications for candidates for admission to college and the methods of admission; the character of the preparatory schools; the course of study to be pursued in the colleges and schools, including their order, number, etc.; the relative number of required and elective studies in the various classes; the kind and charac-

ter of degrees conferred; methods of organization, government, etc.; the relations of the colleges to the state and to the general educational system of the state and country; and any and all other questions affecting the welfare of the colleges and schools, or calculated to secure their proper advancement.

The sweeping character of the last clause above is to be observed, but not over-emphasized. In its recent work of accrediting secondary schools the Commission for that purpose has made clear that general performance of its function by a school is no standard or criterion, so far as the Commission is concerned:

... schools not on the list may be doing just as efficient work as those on the list ... It is only because they do not prepare well, or at all, for college that they are not included. Approval by the Commission means merely approval for accrediting to college.

\* \* \* \* \*

The original suggestion of a North Central Association came from a private secondary principal of Michigan. The call for the organization meeting was issued in December, 1894, over the signatures of four presidents of universities, a principal of a normal school, and a principal each of a public and a private secondary school. An invitation to attend went to representatives of secondary and higher education in ten North Central States, and was answered by men from seven of them. The meeting was held at Northwestern University in late March, 1895. The principal busi-

ness was the adoption of a constitution.

Two provisions of this constitution are of special significance here. One relates to the object, which was declared to be:

... to establish closer relations between the colleges and the secondary schools of the North Central States. This was considered broad enough until 1916, when with the extension of accrediting operations to Arizona there was added to the clause just quoted, "and such other territory as the association may recognize".

A second pertinent constitutional provision ran thus:

The representation of higher and secondary education shall be as nearly equal as practicable.

The letter of this provision had to be repealed finally in 1908, since secondary membership was seriously limited by it.

\* \* \* \* \*

The Association of Colleges and Secondary Schools of the Southern States was initiated in the autumn of 1895 by a committee of the faculty of Vanderbilt University. Southern colleges then were almost without entrance requirements, and did much high school work themselves. Private secondary schools were few, and public high schools hardly existed. The original purpose was to organize Southern colleges and schools for mutual cooperation and assistance, to elevate the standard of scholarship, to effect uniformity of entrance requirements, to develop preparatory schools, and to cut off that work from the colleges. Six higher institutions were charter members, four of them private and two public. But representatives of secondary institutions made their appearance upon the executive committee no later than the second year, and at some time within the first five years had held every office except that of secretary-treasurer.

From an early date the constitutional object of the Association was so clearly drawn from that of the Association of the Middle States and Maryland that it is not quoted here. It continued to speak of "preparatory schools" for some years

after the name of the body had been changed to the Association of Colleges and Secondary Schools of the Southern States. The present constitutional object, which has stood since 1921, is:

... to establish helpful relations between the secondary school and the institutions of higher education within the territory of the association, and to consider all subjects that tend to the promotion of interests common to colleges and secondary schools.

Further revelation of the broad and beneficent purpose of the Association comes in the 1914 report of its Commission on Accredited Schools:

... the Commission does not look upon this work as one of merely listing schools for the convenience of higher institutions. This has its importance and is clearly recognized, but we believe our greatest help to the South will be in raising higher ideals of scholarship and equipment and in stimulating each community to give to the young the best possible high school for its needs.

\* \* \* \* \*

The New England Association of Colleges and Secondary Schools runs back to 1882, and is the oldest of the regional associations of colleges and secondary schools. While it has been quite conservative in its movement toward adopting standards for approval of colleges, it is felt by educational workers of that section to have exerted a powerful moral, rather than mandatory, force upon higher institutions. The liberal view it has taken of secondary education for many years back is well illustrated by its program of 1908, which included such topics as "The Needs of the High School Pupil Who Does Not Go to College," and "The Ideal Organization of a System of Secondary Schools to Provide Vocational Training."

In New England there has arisen, however, another body of considerable importance for our purposes. The New England College Entrance Certificate Board originated because of difficulty in certification of secondary schools by individual colleges. Competition between

colleges for students resulted only rarely in a secondary school being dropped from the certificate list, though it was constantly being stated that a school which did not send well prepared students to the college would be dropped from the list. Finally, in May, 1902, representatives from nine colleges met at Boston to establish a board for common action on applications of schools asking the privilege of certification of their graduates to college. Thus was formed the New England College Entrance Certificate Board. The by-laws make clear that this body expects to act upon applications from schools in New England only.

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The feasibility and need of a regional accrediting association for the Northwest was discussed in 1915 at a program of the Department of Higher Education of the Inland Empire Teachers Association. Two years later an organization was effected to promote the joint interests of secondary and higher education, by representatives from Washington, Oregon, Idaho, and Montana. The first annual meeting of this Northwest Association of Secondary and Higher Schools was held on April 4, 1918.

The practical turn of this association seems to be attested by the small attention given to making and revising constitutions. No draft of its constitution has appeared in the annual proceedings since the second meeting. The constitutional statement of purpose is perhaps the broadest found in any regional association:

To foster close cooperation between the secondary and higher schools of the Northwest, in the promotion of both their individual and common interests.

## 2. Name and Membership

The College Association of Pennsylvania issued invitations for its second annual meeting in 1888, to the colleges of New York, New Jersey, Delaware, and Maryland. The name at that time was changed to the College Association of the Middle States and Maryland. The voluntary nature of the group was

reflected by a constitutional provision that decisions of the Association not pertaining to its own organization "shall always be considered *advisory*, and not *mandatory*", and that each member was to preserve "its own individuality and liberty of action upon all other subjects considered". The italics have disappeared from this clause, but otherwise it remains.

The few state and municipal institutions of the section came in at once to take their places beside private schools, and their representatives were frequently elected to office. Between twenty and thirty higher institutions were represented each year. At one meeting a paper on "The System of Admission by Certificate" called attention to the accrediting privilege already extended by Cornell, Michigan, and others. At another meeting "The Relations and Duties of Colleges to Their Preparatory Schools" was discussed.

This program aroused outside interest. In 1891 persons from secondary schools first attended, and in 1892 ensued an influx of representatives from about a dozen grammar schools, academies, and public schools. The name then was changed to the Association of Colleges and Preparatory Schools in the Middle States and Maryland. Any school preparing students for college now became eligible for membership on approval of the Executive Committee. Membership of both secondary and higher schools increased steadily, with the former jumping quickly into the lead. In fact it can be said that the membership has never decreased appreciably, though there have been periods of slow, and others of rapid growth. Average membership for five-year periods will make that clear:

Table I

Years	Average Annual Membership
1900-1904	176
1905-1909	184
1910-1914	185
1915-1919	212
1920-1924	277
1925-1928	404

The last alteration of name came in 1924, when the Association of Colleges and Preparatory Schools in the Middle States and Maryland became the Association of Colleges and Secondary Schools of the Middle States and Maryland. Very rapid growth has followed. Members in 1928 numbered 541, an increase of 125 over the year before. Despite the limited membership, the attendance at annual meetings often runs into thousands.

A membership fee of \$5 for many years was raised to \$7.50 in 1920, but the growth of membership did not meet expenses, when the accrediting of secondary schools materially expanded the budget. The Carnegie Corporation obligingly granted \$10,000 in the emergency, but this was exhausted in a biennium, and other sources of revenue had to be located. The Executive Committee therefore recommended that after December 1, 1928, \$15 be exacted of a school or college when approved, and that if visitation is found necessary, a visitor's fee of \$20 and traveling expenses be added. An annual fee of \$5 after approval was also to be sought from each accredited institution, unless it preferred to pay the constitutional membership fee of \$7.50.

The territory of the Association already described was slightly enlarged long ago by the addition of schools from the District of Columbia, and another slight extension occurred in 1928, when at the request of educational authorities in the Canal Zone schools situated there were invited to join and to apply to the Commission on Accredited Schools for classification.

Applications for membership from professional schools have been rejected as hardly consistent with the purposes of the Association, yet, as will be shown later, engineering schools have been accredited by it.

\* \* \* \* \*

The North Central Association of Colleges and Secondary Schools has always retained the name under which it organized. Its voluntary character was supposedly assured at the outset by

a constitutional provision similar to that of the Association of the Middle States and Maryland:

All decisions of the Association bearing upon the policy and the management of higher and of secondary institutions are understood to be advisory in their nature.

This has undergone only slight verbal changes, but it seems to be contradicted in fact, and unquestionably very wisely, by the many respects in which members have not been free to do as they pleased and still continue members. For example, at the very first meeting requirements were placed upon all who wished to hold membership, as to the minimum residence for the doctor's degree, and other restrictions speedily followed.

The membership has long consisted of secondary and higher institutions, and of individuals. In the absence of organizations for faculty specialists, not a few professors, especially those with administrative functions or engaged in teaching education, found the sessions attractive in the early days. In 1925 existing individual members were made honorary members with exemption from fees, and in 1928 a new class of individual members was created, composed of members of the Commissions and the officers of the Association. These also pay no dues. The proportion of the classes of members, and the geographical growth of the Association are as follows:

The early individual or institutional membership fee of \$3 a year was raised in 1904 to \$10 for universities and \$5 for colleges, but remained \$3 for secondary schools and for individuals. This was to provide for the considerable expenses of the Commission on Accredited Schools. In 1916 the amount of fees was struck from the constitution and left to action of the Executive Committee, a much better arrangement because more flexible. Under this authority the Committee lowered the fee for secondary schools from \$3 to \$2 in 1917; and then in 1927 raised the fee of higher institutions from \$10 to \$25, and of secondary schools from \$2 to \$5.

Table II. Membership and Territory of the North Central Association

Year	Institutional Members	Individual Members	States Represented	States Added During the Quinquennium
1899	99	48	11*	
1904	91	46	12	Oklahoma
1909	154	65	14	South Dakota, North Dakota
1914	160	63	15	Wyoming
1919	1,381	58	18	Montana, Arizona, New Mexico
1924	1,879	26	19	Arkansas**
1929	2,519	(?)	20	West Virginia

\* \* \* \* \*

Starting with a mere handful, the Association of Colleges and Preparatory Schools of the Southern States drew in higher institutions until its membership reached about thirty in 1912. The secondary school members at that time were practically all from private schools, varying usually between thirty and forty. The rights of members were presumably protected by a close copy of the provision already found in the organizations of the North Central States and of the Middle States and Maryland.

The creation of the Commission on Accredited Schools in 1911, and the change in name to Association of Colleges and Secondary Schools of the Southern States in 1912 stimulated membership of secondary schools somewhat, but it took urging by members of the Commission to bring in any large number. Of 555 accredited in 1921, only sixty-two were members, but within the next year secondary members increased to 183. In late reports all accredited schools are listed as members. Hence there are at present roughly a thousand secondary members, 85% of which are public schools.

The higher institutions belonging have more than quadrupled since 1912. The

stimulus to this growth has been the creation of the Commission on Institutions of Higher Education. To 106 colleges and universities now belonging must be added almost a score each of teacher training colleges and junior colleges.

Beginning in 1913, in imitation of the practice of the North Central Association, individuals qualified as members, but without a vote on amendments to constitution or by-laws. These numbered only twenty to thirty. Since 1921 the Executive Committee has recommended for individual membership only members of the Commissions, or persons of educational prominence but disconnected with educational institutions. This plan was practically adopted by the North Central Association in 1928.

The territorial limits of the Southern Association have shifted. The following eleven states have been considered its exclusive ground since the beginning: Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Tennessee, Kentucky (with an exception noted in the next paragraph), Mississippi, Louisiana, and Texas. For several years secondary schools from Arkansas were accredited, but in 1924 these secured admission to the North Central Association, and drew away. One school, desiring to remain with the Southern Association, put in its application, but the "unit" rule was applied to the schools of a state, and the application rejected. For a still longer time secondary schools from West Virginia were affiliated with the Southern Association, but these transferred their allegiance to the North

\*Ohio, Indiana, Michigan, Wisconsin, Illinois, Minnesota, Iowa, Missouri, Kansas, Nebraska, and Colorado.

\*\*The Association could have penetrated farther into the South when eight teachers colleges of Texas sought admission in 1924. Their request was reported without recommendation in 1925 by the Commission on Institutions of Higher Education, and there the effort was dropped.

Central list in 1926. Long before the Association of the Middle States and Maryland attempted accrediting, an occasional school from Maryland or the District of Columbia joined the Southern Association, but this is no longer the case.

With the higher institutions there has been a slight duplication of membership between North and South. West Virginia University and the University of Missouri have belonged to the Southern Association since 1900 and 1901 respectively; but the University of Missouri has been a member of the North Central Association from its beginning, and West Virginia University belonged to the North Central Association from 1926 until it was dropped from membership in 1928. The University of Kentucky was a member of the North Central Association from 1910 to 1914, but in 1915 it permitted this membership to lapse, and affiliated with the Southern Association. Bethany College and Marshall College, both of West Virginia, joined the Southern Association in 1921 and 1926 respectively; Bethany was approved by the North Central Association also in 1926, and Marshall was similarly recognized in 1928. Goucher College, of Baltimore, has maintained membership in the organization of the Middle States and Maryland since 1910, and in the Southern Association since 1903. Johns Hopkins University has belonged to the Association of the Middle States and Maryland since 1908, and to the Southern Association since 1914.

In 1913 the old constitutional membership fee of \$5 was raised to \$10 for colleges and universities, left at \$5 for schools, and fixed at \$2 for the newly created individual members. In 1919 it was raised again to \$15 for higher institutions. Two years later all specification of fees was dropped, and the Executive Committee was empowered to determine the matter, as the North Central Association had done five years before. The Committee has twice increased the fee of higher institutions, until now it stands at \$50. Secondary

schools since 1926 have also paid \$10; and a fee of \$2 long charged secondary schools for accreditation without membership was made \$5. Individual members pay \$3.

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The New England Association of Colleges and Preparatory Schools, as it had been termed for twenty-nine years, became in 1914 the New England Association of Colleges and Secondary Schools. Its membership consists of individuals and not of institutions.

The New England College Entrance Certificate Board has had a somewhat changeable membership. Nine colleges participated at the outset, and the number once ran as high as thirteen. Most recent reports give twelve, all well-known colleges, not a large proportion of New England institutions enjoying the degree-granting power, but nevertheless a large proportion of the private institutions following the custom of admission on certificate. At one time or another public universities, like those of Maine and Vermont, have been members. Several years ago some of the prominent colleges for women, such as Smith, Mt. Holyoke, and Wellesley, were identified with the Board, but later lists do not include them. Harvard and Yale have taken no part, and Roman Catholic institutions have not belonged. Commonly one or more members are found from each New England state, but no extension has ever occurred beyond those limits. Members are received and dropped by majority vote of the delegates, one for each college belonging. Expenses of the Board are apportioned among the members in proportion to the number of students admitted to their last freshman class by certificate from the approved New England secondary schools.

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No change has ever been made in the name of the Northwest Association of Secondary and Higher Schools. With or without significance, it is the only regional association in the name of which secondary schools precede institutions of higher education. From its inception in

1918 it numbered in its membership both public and private institutions, standard four-year colleges and universities, state agricultural and technical institutions, junior colleges, two-year and four-year teacher training schools, and individuals. No attempt has been made to balance membership between secondary and higher education, and until 1925 both classes of institutions were published in the same list. Though secondary schools have always been far the more numerous, both have shared equally in the general offices.

No year has shown a decrease in membership. Less than two score of members in 1918 became over four score in 1919, after which the increase was less rapid. The annual roll now carries between twenty-five and thirty higher institutions, which can increase only slowly. The secondary schools accredited still are mounting by substantial steps each year. They have now surpassed two hundred in number.

The membership fee of higher institutions was first fixed at \$5 per year, with secondary schools and individuals paying \$2 annually. In 1925 the dues of higher institutions were raised from \$5 to \$10.

The territory included has widened. The first year schools from Washington, Oregon, Idaho, and Montana were accredited. Two higher institutions from Utah, and one from California appeared on the list in 1924, and three other California institutions joined them later. Higher institutions of Montana have been irregular in their membership, and only one appears on the list for 1929; their attraction seems to be toward the North Central Association. Beginning with 1925 secondary schools applied from outside the original four states—Nevada in 1925, Utah in 1926, and Alaska in 1927. An overlapping of territory between Northwest and North Central associations exists only in Montana. There the secondary list of the North Central has always been longer than that of the Northwest Association, but the two lists have been largely common. Twenty-six of the thirty accredited high

schools of Montana on the Northwest list are accredited also by the North Central Association. Schools evidently value the privilege of double accrediting.

### 3. Organization and Officers

The smaller territory of the Association of the Middle States and Maryland has permitted it to avoid the somewhat unwieldy officiating of the Northern and Southern associations. Its constitutional officers are a president, five vice-presidents (one for each state in the Association), a secretary, a treasurer, and an executive committee, consisting of the president, secretary, treasurer, and four elected members. The term of all officers is a single year, but the policy is to make the secretary and the treasurer as permanent as practicable. After secondary schools became members they were accorded a fourth or more of the offices, and in recent years have shared them almost equally with the higher institutions. For thirty years the presidency has alternated between a college man and a representative of the lower schools. Cordiality and cooperation have been manifest, differences of opinion being more marked among higher institutions than between them and the secondary schools.

The only other standing officers of the Association are the two Commissions, and the representatives of the Association on the College Entrance Examination Board. Of the latter there are five, one appointed each year. The Commission on Institutions of Higher Education was created in 1918, and its make-up has not been altered since. It consists of the President and the Secretary of the Association, six representatives of its higher institutions, three from its secondary schools, and three at large. The term of the elected members is three years, and one-third change annually. In 1920 the Commission on Secondary Schools was set up. It consisted of eight persons—once again the President and the Secretary of the Association, and six elected members chosen for three years, two retiring each year. No specification was made as to college or secondary affiliation of these

members, but the weight was kept approximately equal. In 1926 the elected members were increased to nine, with secondary interests seeming to hold the balance of power.

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The organization of the North Central Association is quite different from that of the Middle States. This Association began with a president, two vice-presidents from each state represented, a secretary, a treasurer, and an executive committee exactly like that of the Association of the Middle States and Maryland—made up of the President, the Secretary, the Treasurer, and four other elected members. No duty was specified for the numerous vice-presidents. They were possibly a diplomatic gesture. All officers were originally chosen for one year only, but the policy has been to continue the Secretary and the Treasurer in office as long as they were willing, and to carry the President quite regularly to the Executive Committee for the ensuing year. In line with the policy first expressed in the constitution, representatives of secondary and higher education have shared the general offices almost equally at all times. The President has been selected alternately from the two groups, and there has been throughout evidence of the best of feeling.

Several amendments have affected the officers. In 1910 the provision for vice-presidents was wisely altered, to limit them to two in all. In 1916 the terms of Secretary and Treasurer were made three years, with eligibility to re-election for one additional term. In 1928 these two officers were left to appointment by the Executive Committee without compensation. In 1928 the four elective members of the Executive Committee were given a two-year term, two changing each year. Since 1916 the President of the preceding year is *ipso facto* a member of the Executive Committee. Further, when the three Commissions, still to be described, were first incorporated in the constitution in 1916, their chairmen were added to the Executive Committee. Since the Commissions

elect their own chairmen, and frequently re-elect them, great stability is thus imparted to this Executive Committee of eleven members.

Since 1916 the Executive Committee has been quite powerful. It may hear and determine all appeals from any Commission, but of course infrequently reverses the action of a Commission. It fixes the time and place of meeting, prepares the programs, nominates members of the Commissions, and fills all vacancies. In 1928 it was given power to approve all expenditures, the lack of which power in the earlier constitution had proven a great hindrance to smooth and prompt functioning. The Executive Committee was also empowered by the amendment of 1928 to exercise final control over the approved lists of the secondary and higher Commissions instead of permitting those lists to be debated before the Association. This is a strong centralization of control, but the committee is large enough and representative enough to settle controversies as fairly as the whole Association could, possibly even more fairly. Furthermore, experience had demonstrated a great waste of time to the Association in hearing appeals from the floor by schools dissatisfied with their classification at the hands of the Commissions. The general impression produced by this series of changes in officers and operation is (1) increasing centralization, (2) accelerated and more economical functioning, and (3) successful maintenance of the democratic principle of representation.

After examining the development and present form of the Commissions one cannot be positive that the results there have been equally successful. The first Commission was on Accredited Schools, established in 1901. It included six representatives of secondary schools and six of the colleges, appointed by the President. The twelve were divided into three classes of equal number and similar personnel, one group terminating its office each year. Each college with a freshman class of fifty or more was also entitled to a delegate, but these

were to be matched by the appointment of an equal number of secondary representatives. Annual records show that a considerable number of the latter class qualified as members, and several of them attended sessions of the Commission, the total attendance sometimes surpassing twenty-five.

In 1906 the name of this body was changed to the Commission on Accredited Schools and Colleges. This emphasized one function assigned to it about 1903, viz., to consider the possibility of accrediting colleges as well as secondary schools. The personnel was not changed, but the work grew to much greater proportions. Sub-committees took up the major tasks. They reported to the Commission, and it largely had to take their reports on faith, and pass them on to the Association.

The sensible way out of this formality was to constitute these sub-committees into distinct Commissions, which in effect they already were. Hence in a general overhauling of the constitution in 1916 three Commissions were provided. As then constituted they have remained:

1. Institutions of Higher Education—thirty from the higher institutions, and eighteen from the secondary institutions, ten of the first group and six of the second group elected annually by the Association on nomination by the Executive Committee.
2. Secondary Schools—the high school examiner or other university representative of each state, the inspector of high schools connected with each state department of public instruction, a secondary principal from an accredited school in each state, and eighteen others. The last two groups are elected by the Association for the same term and under the same arrangement as the members of the previous Commission.
3. Unit Courses and Curricula—twelve from higher institutions of the Association and twelve from its secondary schools, all elected for the same term and under the same arrangement as the members of the other two Commissions.

The size of the first and third of the above Commission is a fixed number, and certainly large enough in the case of the first. The size of the second has increased with territorial extension until it now has seventy-eight members.

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The constitutional officers of the Southern Association are a president, two vice-presidents, a secretary-treasurer, and an executive committee, consisting of the President, the Secretary-Treasurer, and five others (three before 1906). All these officers are elected for a single year, except that since 1909 not over two changes per year may occur in the Executive Committee. This usually means that on retiring from office as president or as secretary-treasurer, one continues a member of this committee. It is also the policy to keep the office of secretary-treasurer as permanent as possible. Representatives of secondary schools have never been as prominent in general offices of this Association as in the two associations already described. Moreover, private secondary schools have been more generously recognized than public ones in its general offices, even to the present, a practice true of the Association of the Middle States and Maryland but not of the North Central Association.

Other standing officers of the Southern Association are the two Commissions on approved institutions. These were both inserted in the by-laws in 1921. Though the Executive Committee is a court of appeal, the work of these Commissions is submitted directly to the Association for approval, both with regard to the standards set, and the list of accepted schools.

The origin of the Commissions was forecast from about 1910. At the meeting of that year a large amount of data was reported bearing on accrediting systems under operation in the country, and the question was raised whether a permanent commission should not be established to accredit secondary schools. In 1911 there was further discussion of methods of college admission, and a commission was set up to prepare a

uniform college entrance blank, to define unit courses of study, and to prepare an accredited list from lists submitted by state committees. The Commission was made up of two persons from each state, appointed by the Executive Committee for three years, one to be the state inspector of secondary schools, and the other a representative of a school or college belonging to the Association.

In its first year this Commission on Accredited Schools, named after that of the North Central Association, held a conference with representatives of the commission of the sister association, and an agreement was made to follow similar policies and uphold similar standards as far as possible. This resulted in reforming the Southern Commission in 1913. The state committee of two belonging to the Commission was enlarged to three, and its representative principle was improved. To the state inspector and a representative of some college was added a representative of some accredited secondary school of that state. This last was in turn somewhat suggestive to the North Central Association in making up its Commission on Secondary Schools in 1916.

At the time of incorporation in the by-laws in 1921 the Commission on Accredited Schools became known by what was already its more proper name—the Commission on Secondary Schools. Its membership was enlarged to four from each state: (1) the high school inspector *ex-officio*, (2) a representative of the state university, to be the professor of secondary education where practicable, (3) a representative of some other college belonging to the Association, and (4) a representative of some secondary school accredited by the Association. The term of one-third of the elective members expired each year. The weight was still in favor of the higher schools. In 1927 a fifth member was added from each state, to represent a private secondary school accredited by the Association, and the term of elective members was made four years, with the terms of one-fourth expiring annually.

This equalized secondary and higher schools on the Commission, but it also gave private secondary schools equal power with the much larger and more numerous public ones.

The Commission on Institutions of Higher Education was created in 1917, to consist of twenty-four representatives of higher institutions in the Association, and fifteen from its secondary schools. Every state of the Association was to have one member in each of the two groups, with the remainder chosen at large, but no institution might have more than one member. The term was made three years, with eligibility to re-election. One-third of the terms expire each year. Elective members of both Commissions are chosen exactly as in the North Central Association—by general vote on nomination of the Executive Committee.

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The New England Association of Colleges and Secondary Schools has an executive committee, consisting of the President, two vice-presidents, the Secretary-Treasurer, and five other members elected annually. A high carry-over in the offices is evident. Committees that may almost be considered *standing* have been operating over part or all of the past decade, but their composition has varied. At present there are three standing committees, one each on institutions of higher education, private secondary schools, and public secondary schools. Each year, too, this Association appoints one representative to the College Entrance Examination Board for a term of four years.

The New England College Entrance Certificate Board has a very simple organization. The delegates comprising the Board elect at their annual meeting a president, a secretary-treasurer, and a third member, who constitute the Executive Committee. The place of the commission in other regional associations is taken by a Committee on Schools, which with the Secretary-Treasurer *ex-officio* and four other members is elected by the delegates, mostly from among the delegates of course, to represent each

of the states (if possible) in which the Board has members. Ordinarily only one change a year may be expected in this Committee. Its work is subject to review by the Board as a whole, just as the recommendations of the various commissions of other associations.

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The general officers of the Northwest Association are a president, two vice-presidents, and a secretary-treasurer. At first these four officers constituted the Executive Committee, but now the committee includes also the chairman of the accrediting committee from each state. The Executive Committee conducts much of the business of the Association. The term of the Secretary-Treasurer is one year, but he is regularly re-elected. The terms of the other three general officers are three years, so arranged as to expire one each year. With the First Vice-President sometimes advancing to the presidency, the officiiary therefore is highly stable.

After a year or two of experimentation the Association established an elective Commission on Accrediting. It consists of three members from each state, representing generally but not always the state department of public instruction, a public higher institution, and a public secondary school. The terms of state committeemen are three years, with one term expiring each year. Washington, Oregon, Idaho, and Montana have always had state committees, and one was added for Utah in 1926. Of this Commission the First Vice-President of the Association is chairman *ex-officio*.

For a short time a single commission carried on both secondary and higher accrediting, but in 1920 it was determined to create a separate Commission on Accrediting of Higher Institutions, strongly representative of the higher schools. Originally this had but five members, but it has now been enlarged to six, with the terms of two expiring each year.

#### 4. Place and Date of Meetings

With one or two exceptions the Association of the Middle States and Mary-

land has changed annually its place of meeting. The gathering is usually held under the local auspices of some college member, but sometimes a secondary school is host. For the past thirty years a Friday and Saturday in late November or early December has been the date. While the general Association meets but once a year, the Commission on Secondary Schools has held two sessions per year, one in the spring and the other just before the annual meeting of the Association. About 1912 and 1913 the Association tried the experiment of meeting with some organizations of teachers of certain subjects. This involved general and group meetings at the same time, and the arrangement was not satisfactory.

After two meetings under institutional auspices the North Central Association began in 1898 to hold its meetings in hotels as more convenient gathering places. Chicago has been the unvarying selection, except for meetings at Cleveland in 1902, and at St. Louis in 1900 and 1917. Efforts to draw it to other points have been without success. Attendance from the vicinity is always strongest, and in a test of voting strength at the meeting itself Chicago therefore continues, and probably will continue, to be favored. However, a referendum in 1918 disclosed a majority of two to one in the membership in favor of a permanent place of meeting. The date of the annual meeting has varied from the middle of February until early April, but most of the time it has been the third or fourth Friday and Saturday in March. The Commissions also content themselves with annual meetings, convening earlier in the same week as the general meeting.

The Southern Association changes its meeting place annually. The fairness with which its sessions have been distributed over the South is proven by the past twelve conventions. These have been held once each in the eleven states claiming membership, and twice in Tennessee. Local members of the Association always endeavor to show their appreciation of the selection of their city

as a meeting place, but it cannot be said that the meetings are held under institutional auspices to any extent. For a long time the constitution placed the annual meeting the first week in November, but since 1911 the time has been left to the discretion of the Executive Committee. October and November have both been tried, but in recent years the first Thursday and Friday in December have been chosen. The two Commissions also convene but once a year, on the two days preceding the Association's meeting.

The New England College Entrance Certificate Board has its annual meeting in late April. This is late enough to permit compilation and careful study of the accrediting. The New England Association of Colleges and Secondary Schools holds spring and fall meetings each year, the fall meetings occurring in December. While meeting places have varied somewhat, Boston or the immediate vicinity seems the preferred location for both organizations.

The annual meeting of the Northwest Association of Secondary and Higher Schools is regularly held at Spokane, Washington, in connection with the meeting of the Inland Empire Teachers Association. It occurs the first or second week in April. The regular meeting of the entire Association is usually held on Thursday, but for 1929 this was expanded to two days. The Commission on Accrediting of Secondary Schools is accustomed to convene two days in advance of the general meeting in order to have its recommendations in proper form.

### 5. Interrelations

Co-operation of regional associations has been accomplished by various means. Representatives from the Association of the Middle States and Maryland conferred with New England bodies on uniform entrance requirements in English as early as 1894. At its first annual meeting the North Central Association appointed a committee to confer with representatives of organizations in New England, the Middle States, and the

South. Entrance requirements in English were the subject of a conference in 1902 between representatives of the Middle States and Maryland, New England, the North Central and Southern associations.

After the Commission on Accredited Schools had been organized in the Southern Association, conferences between its representatives and those of the North Central Association produced a uniform blank for reports, and led to a decision not to overlap in territory for accrediting secondary schools. In 1915 the Southern Association voted to accept the accredited list of the North Central, and in 1922 the latter took reciprocal action touching the Southern secondary list. In 1925 full reciprocal relations were extended by the North Central Association to secondary and higher lists of both the Southern and Northwest associations. The possibility of a joint meeting of the North Central and Southern associations has been mentioned, but never carried out. It has also long been customary for the regional bodies to send delegates to such national meetings as those of the National Conference Committee on Standards of Colleges and Secondary Schools, and the American Council on Education.

Another method of realizing close liaison with contemporaries is the practice of sending a "fraternal delegate" to meetings of sister associations. Quite regularly for several years the North Central and Southern associations have exchanged delegates. One from the Middle States and Maryland visited the Southern Association in 1912 and 1920, and the Southern Association returned the compliment in 1921 and 1924. The North Central Association has lately fraternized with the Association of the Middle States and Maryland. Ties between the North Central and Northwest associations have been kept very close by fraternal delegates. The Northwest Association has been regarded as almost a child of the North Central. For its first seven years the former followed as a whole the accrediting standards of the latter, and at the revision of stand-

ards in 1926 North Central influence continued very strong.

The rather marked difference in their nature and work has meant that neither fraternal relations nor reciprocity in approved lists has existed between the New England bodies and the others herein studied.

#### 6. Influence on College Entrance and the Definition of the Unit

One of the earliest committees appointed by the Association of the Middle States and Maryland was that of 1888, to confer with the "Schoolmasters' Association" on uniformity of requirements for admission to college, but it remained quiescent because of the removal of its chairman to another state. In 1893, a year after secondary schools were admitted to membership, a committee representing equally the colleges and preparatory schools was appointed to formulate uniform entrance requirements in English, if it thought best. It came back in 1894 with a general program for admission examinations in this subject. The suggested length of the examination was at least two hours. Stress was laid on grammar, memorized passages in poetry, and the study of literature. For the latter, separate material was proposed for reading and for study, books for examination being announced four years in advance in a manner quite suggestive of the later procedure of the College Entrance Examination Board.

At the meeting of 1899 an extended discussion took place on uniform college entrance requirements as a general policy, and not as a procedure to be applied to one or two subjects, such as English. A resolution passed unanimously urging the establishment of a joint board of representatives from colleges and secondary schools for that purpose. The following year plans for a uniform entrance examination board for college admission were put in working order. That the significance of this measure was deeply appreciated is certain, for 169 institutions sent delegates to the annual meeting, a number not exceeded until the meeting of 1922.

The College Entrance Examination Board of the Middle States and Maryland began operations in 1901, with secondary schools taking an important part in both the making of questions and the rating of papers. Shortly thereafter an invitation was issued to the New England Association of Colleges and Preparatory Schools to join in the movement, and to select five secondary representatives as soon as five New England colleges or scientific schools should accept membership on the Board. This degree of participation was soon realized, and the name was shortened to its present form—the College Entrance Examination Board. The child has long been independent of its parent, the only connection being the appearance in the annual directory of the Association of the Middle States and Maryland of the names of its five representatives on the College Entrance Examination Board. This great Board must be set down in our hasty review as a national contribution of the Association of the Middle States and Maryland, important as a standardizing agency, though not as a factor in accrediting.

In 1909 consideration went to the unit of measure for secondary and college credit. Then probably for the first time on the floor of the Association was heard the modern time definition of the high-school unit, in terms of 120 sixty-minute hours, with an assumed minimum term of thirty-six weeks, a minimum period of forty minutes, and not less than four class meetings per week.

Material service was rendered as the result of the appointment in 1913 of a committee on a uniform college entrance blank. It took four years to perfect this blank, but it at once found use with over a score of the college members of the Association, to the great relief of secondary administrators.

Standards of college admission received further treatment in 1925, when the Association recorded its sense that entrance requirements should total fifteen units, not over twelve to be prescribed, but the other three to be in subjects related in content to the college curricu-

lum to be pursued by the candidate. At the same time it was recommended that not over three of the fifteen units be satisfied by English. Emphasis in this Association has gone mainly to college entrance procedure and regulations, and less to definition of the unit's content since the College Entrance Examination Board was organized.

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The North Central Association speedily set to work on the problem of college entrance. In 1898 nine commissions were authorized to formulate entrance requirements for the subjects assigned to them. Owing to a misunderstanding, these were never appointed, but the Association two years later endeavored to raise admission requirements by recommending that members (1) receive no student who had not completed the equivalent of a four-year secondary curriculum, (2) fix admission requirements at sixteen units, the unit being "a year's work in a subject for four periods a week", and (3) insist upon two years of English, two of mathematics, one of science, and one of history, in the case of all applicants for admission.

The first report of the Commission on Accredited Schools in 1902 went mainly to unit definition. The minimum time was fixed at forty-five minutes, four times per week, for thirty-five weeks. Syllabi were then presented for four units each of Latin, German, French, History, and Mathematics; three each of Greek and English; two of Spanish; and one each of chemistry, physics, physical geography, botany, and biology. Free use was made of both the College Entrance Examination Board and the Joint Committee on Uniform Entrance Requirements in English. That some of this work was precipitate is suggested by the withdrawal of the syllabus on biology for the following year, and the replacement of those on physics, physical geography, and botany by entirely new descriptions.

Further work was the definition of a unit of physical education in 1904, a

syllabus of zoology in 1905, one of shop work and drawing in 1907. Then in 1908, as in 1902, an exhaustive effort was made to cover the field, with syllabi published for four units each of Latin, German, French, history, and mathematics; three each of Greek and English; two of Spanish; one each of chemistry, physics, physical geography, botany, and zoology; and for the rising vocational subjects, seven of commercial, four of shop, two of drawing, and four of household arts and science. From 1905 the continuance of the revision was assured by making standing committees on each subject. These were composed of two members from each state, one for secondary and one for higher education.

Meanwhile the time definition of the unit was proceeding. In 1903 the earlier definition was revised to permit periods of only forty minutes in classes meeting five times per week. In 1908 the definition was again altered to four or five periods per week of forty-five minutes each, for thirty-six weeks. In 1909 the definition was framed almost exactly as it stands today in the standards for secondary schools. A time definition of the college unit was also reached, but it has never been used. It was the same as for the secondary school, but for the substitution of 150 sixty-minute hours of classroom work instead of 120.

In 1914 the Association heard a lengthy committee report, recommending re-statement of the unit definitions of the secondary subjects, emphasis on quality as well as quantity of work done, discrimination in method between elementary and advanced units, and a modification of the time element of the unit to provide for students of varying ability. These recommendations were adopted, and committees set in motion. Their reports in 1916 covered almost the entire program of studies, presenting with regard to each division the extent of offerings, distinctions between elementary and advanced courses, methods, aims, and possibilities of correlation. Some supplementary suggestions were offered relative to the different depart-

ments in 1917, and approved by the Association.

So broad a piece of work was bound to be succeeded by a hiatus. In 1922 three half-units of Bible study emanating from the Commission on Unit Courses and Curricula were approved by the Association. In 1923 a committee reported adversely to any action on military drill as an entrance subject. In 1925 the Commission, entering a new field, presented a heavy report on the title and content of college courses in education. The same year it paved the way for another large piece of work by securing a large increase in appropriations for its studies. The result was the appearance in 1927 of 131 pages of curriculum material in nine different fields. Attention in the North Central Association, it will be observed, has been devoted primarily to the content of the unit, and its time definition, with little stress on college entrance.

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At the second meeting of the Southern Association some of the topics were uniform requirements for admission to college, weak points in high-school work, Greek in the high school, and the public high school as a preparation for college. Definite pursuit of the declared purpose of the Association appeared at the third meeting, when almost the entire order of business was reports of committees on entrance requirements in English, Latin, Greek, modern languages, mathematics, history and geography, and science.

In 1900 a committee reported on the program of studies for the preparatory schools, suggesting curricula for students taking both Greek and Latin, Latin only, and neither Latin nor Greek, but with the significant statement that "No two schools can be made alike in all details, nor is such uniformity desirable." A series of papers presented practical suggestions as to content and method in English, Latin, Greek, and mathematics. The next year the requirements of the Association of the Middle States and Maryland were adopted for college admission in English, and a brief state-

ment of content was determined for Latin, Greek, French, German, mathematics, history, and geography. This was to bind institutions belonging, so far as they gave entrance examinations.

In 1904 the Association undertook to sponsor uniform entrance examinations, in imitation of the Association of the Middle States and Maryland. Some institutions supported the endeavor heartily, and some secondary schools found the examinations stimulating as graduation tests; but some colleges did not like the dates, and others declared the examinations of no value because they had come to almost universal admission on certificate. The committee continued its work with some success until 1912, when the permanent Commission on Accredited Schools gave such an impetus to the certificate method of admission, that the uniform entrance examination board was disbanded.

Less has been accomplished by the Southern Association than by the North Central in preparing syllabi, because no separate commission has been raised to undertake it. The Commission on Secondary Schools has always been charged with that duty. In 1915 it prepared descriptions of courses in agriculture and manual training, and four units of commercial work. In 1924 an effort was made to standardize somewhat the unit in music, by suggesting syllabi, qualifications of teachers, and methods of handling the work. Theory, harmony, appreciation, and history of music, and credit for work in organizations were all dealt with. Two units of Bible have been approved, "if done under the same standard work conditions as other subjects". A committee is at work on the details. For several years the Committee on Latin held for one less book (or oration) than traditional in Caesar, Cicero, and Virgil, and had the approval of the Association in doing so.

Several actions of interest have affected entrance credits. At first it was recommended that four units of English be accepted only from the stronger high schools, while others were limited to three. In 1923 the Association resolved

that the colleges should grant four units on entrance for four years of secondary English. Failure of some colleges to accede to this caused a committee to be appointed by the Commission on Secondary Schools in 1925 to confer with the Commission on Institutions of Higher Education, the result of which is not recorded. Another recommendation came from the Committee on Modern Languages in 1920, that colleges allow up to four units in any one language, but that single units in a language be rejected. The Committee on Mathematics advised that two years of secondary algebra should receive two units instead of the customary one and a half. In 1925 seven periods per week or their equivalent became the time requirement in laboratory sciences, including general science and biology.

In 1922 the Commission on Institutions of Higher Education recommended that entrance requirements include three units of English, one and a half of algebra, one of geometry, and from two to four units of foreign language for admission to curricula leading to different bachelor's degrees. To effect a better co-ordination of high-school curricula and college entrance requirements, a joint committee reported in 1925 in favor of fifteen units. These were to consist of three units of English, and three sequences of at least two units each selected from foreign language, history and social sciences, mathematics, and the sciences. The remaining six were to be freely offered for all work credited toward graduation by the approved school, except that not over four units nor less than a half unit were to be allowed in any subject. The minimum in a foreign language if offered was to be one unit. So liberal a scheme resulted in a minority report from three of the ten members of the committee.

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The interest of the New England Association of Colleges and Secondary Schools in the work of the College Entrance Examination Board has been mentioned. The meeting of 1900 went to a report on certification versus examination as a mode of entrance, and

that of 1901 was almost entirely given to a discussion of uniform entrance examinations already initiated in the neighboring association. In 1925 its Committee on College Entrance Requirements, consisting of seven representatives of colleges and seven from public high schools, recommended that for admission to the course leading to the A. B. degree there be required three units of English, three of Latin, three of mathematics, one of history; two of a foreign language or of science, or one each of science and history; and three free electives from any studies credited by the high school toward graduation. Its recommendations for admission to the course leading to the B. S. degree were equally definite, and differed mainly in the privilege of substituting some other language for Latin. The effect of these recommendations upon practice the writer is unable to determine.

The New England College Entrance Certificate Board has not been particularly concerned with control of entrance requirements of its institutions or unit definitions for the secondary schools. Its attention has gone to regulation of the certification privilege.

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The Northwest Association has done nothing worthy of mention in the field of entrance or definition of the unit. Its lack of a commission on unit courses is part of the explanation. The presidential address of 1925 advocated the creation of such a commission, but its recommendation was not followed.

## 7. The Idea of Standardization, Its Development and Operation

As early as 1894 a resolution was introduced into the Association of the Middle States and Maryland, calling for a committee representing all classes of institutions, to report "the minimum grade" which should qualify an institution to be considered a university, a college, and a preparatory or high school. This proposal, prophetic of standardization, was evidently considered so vital as to threaten the life of the Association, for it was finally referred to the Exec-

utive Committee, and never officially called up by that authority. From that time it became the custom to list all members in one alphabetical order, whereas it had been the previous custom to publish them in two separate lists; colleges and universities, and academies and preparatory schools.

Nothing further was heard of the classification of schools until 1906, when a committee was appointed to consider the desirability of organizing a college entrance certificate board, or a commission for accrediting schools. The report of this committee in 1907 was a major topic of discussion. Most colleges in the Middle States and Maryland were already employing a certificate system, so the real issue was to provide a single authority, unifying standards and effecting economy in administration. The participation of all colleges was therefore invited in the organization of a College Entrance Certificate Board for the Middle States and Maryland. A representative of the New England Entrance Certificate Board was present and explained the work of his organization.

In the ensuing year it was demonstrated that over a score of the college members were interested in the proposed board, so in 1908 the organization of such an agency was sanctioned. Six secondary representatives were selected to work with representatives of the colleges agreeable to the scheme. This committee decided that personal inspection was not practicable. It also determined to condition the final launching of the venture upon ratification of the plan by fifteen colleges. On this rock the proposition was wrecked. Only thirteen ratified prior to the meeting of 1909. In 1910 it had increased to fourteen, where it remained until 1913. Then, when the fifteenth college had ratified the plan, so much time had elapsed that it was considered wise to submit the proposition to the ratifying colleges for reaffirmation. Several did not reply, and one withheld its consent.

When the Commission on Higher Institutions finally got under way interest revived, and it was possible to secure

a "Committee on Accredited Schools" to look again into the advisability of adopting definite standards for the secondary schools and of preparing accredited lists. The Commission on Secondary Schools of 1920, after two years of labor, offered tentative standards for classifying secondary schools, with the request that they lie over a year in order to permit full analysis and criticism. Progress was delayed by the illness of the chairman, until a new one was appointed in 1926. Since then things have moved rapidly, the accumulated experience of other regional associations being utilizable with slight delay and minor adaptations. Efforts were made to interest as many as desirable of the 3,300 secondary schools in the territory of the Association, and responses came from about a fourth. The first list of approved schools was issued in the spring of 1928. With the additions of the following November the total approved was increased to 471, of which 298 were public and 173 were private.

Some of the practices of the Commission on Secondary Schools will be interesting. In distinction from the practice in other associations, the reports from the schools go at the beginning to the central office of the Commission. Gaps in the data are there filled in. Visits are made in the few cases possible. Discrepancies in information, and violations of standards are noted. Necessary computations are made and entered on the blanks. The applications then are turned over to the state committee.

Of "state" committees there are eight, the District of Columbia being rated as a state for this purpose, and New York and Pennsylvania being divided into eastern and western divisions on account of distance and the number of schools involved. State committees hold one or two meetings a year. So far as possible the personnel of a state committee includes a principal of a public secondary school, a principal or headmaster of a private secondary school, a registrar or admissions officer of a higher institution, a representative of the state department of education concerned with

secondary schools, a professor of secondary education, any resident members of the Commission, and the chairman of the Commission. The chairman and resident members of the Commission are helpful in securing common interpretations of standards throughout the territory of the Association, while local members familiar with differences in school conditions are able to introduce that elasticity which has been declared lacking in standardizing agencies covering a wide territory.

After review by the state committee the report of a school goes back to the Commission with the recommendation of the state committee. Here it receives final action, except for subsequent approval by the Executive Committee. It does not go through the general Association. By holding two meetings of the Commission each year, it has been possible to add schools twice a year. The proportion of those considered at each meeting receiving favorable action was slightly more than half at first, but more recently it is slightly less than half.

The Commission has been operating too short a time to conduct studies comparable to those made by similar bodies of other regional associations, but it has regarded itself from the beginning as "a clearing house of information of a professional character concerning the secondary schools of the territory." Until the financial problem is settled satisfactorily, it must be conservative, but it has under way careful research on material facilities of the secondary schools and other problems with a view to defining its standards scientifically.

The movement to standardize higher institutions first received earnest discussion by the Association at the meeting of 1914. There was general admission of the need of criteria for this purpose, but little agreement as to what criteria would be fair. The Association appointed a representative to confer with those of other bodies on this matter, but initiated no action in its own territory. Three years later a resolution authorized a committee to consider the establishment of an agency to make a list of colleges

within the territory of the Association meeting approved standards. The example of the North Central and Southern associations was clearly in mind.

In 1918 the committee reported definitely in favor of framing a regional list of standard colleges, and a standing committee of five was raised to take the necessary steps. The following year its proposed set of standards was adopted by the Association, and a "Commission on Institutions of Higher Education" was created to recommend changes in the standards as found necessary, and to adopt lists of accepted institutions in accordance therewith. Any institution before being refused a place on the approved list was to be granted at its desire a full hearing before the Commission.

At the meeting of 1920 the necessary information for classifying colleges was in hand, but upon urgent solicitation of certain parties the Commission postponed its report for a year. But the solicitation seemed no less urgent next year, several college executives speaking against publication of a list. The point was urged that pressure thus applied to members would constitute an infraction of the constitutional provision designed to make Association action "advisory, and not mandatory". The splendid past records of institutions which did not quite meet requirements were cited, and the evils of standardization were decried. The debate was very typical of those often heard in other associations under similar conditions. Only by a vote of 73 to 62 was another year of delay defeated.

Of some eighty universities and colleges belonging to the Association, sixty were approved. Eleven others were reported as approximately meeting the standards, and as having made marked progress toward meeting them, and it was "suggested that students from these colleges applying for admission to other institutions of higher education receive generous treatment on the basis of their individual merits." The sincerity and exactness of this statement is substantiated by the fact that a year later nine

of the eleven not approved in 1921 were added to the accepted list.

In 1923 the standards of the American Council on Education were adopted, thus producing several slight alterations of the old set of regulations. Each year up to the present one or more colleges have been added to the approved list, until in 1929 it includes ninety-nine institutions. Five of these are engineering schools, decision to accredit which was reached in 1926. No distinct standards for such schools have been adopted by the Association. Classification of junior colleges was authorized in 1927, upon the standards of the American Council of Education; but the issuance of a list has been deferred pending fuller information on success of their graduates and various other points.

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One might say that at its first annual meeting in 1896 the North Central Association forecast its three commissions of today by three subjects of earnest discussion: college entrance requirements, what constitutes a college, and what constitutes a secondary school.

In 1898 some constitutional amendments to define eligibility for membership had the effect of creating some fundamental standards for both classes of institutions. Colleges and universities to qualify must (1) require four years of secondary work for admission, and (2) confer the degree of doctor of philosophy or doctor of science only after a period of three years of graduate study, not less than two of which were in residence, and one of which was at the institution conferring the degree. A secondary school was made ineligible to membership unless it had a four-year course of study. Discussion shows that normal schools were then generally classified on the membership roll as secondary schools, and were generally satisfied with the classification.

The Commission on Accredited Schools, created in 1901, was assigned five tasks:

(1) To define unit courses for secondary schools.

(2) To be a standing committee on uniform entrance requirements.

(3) To secure economy and uniformity in high school inspection.

(4) To prepare a list of accredited secondary schools.

(5) To formulate plans for advanced college standing for extra and meritorious high school work.

After its report the following year, a minimum standard of fifteen units was set for high school graduation and college entrance. All curricula leading to high school graduation or to college entrance were to include three units of English and two of mathematics.

In 1903 this Commission had a list of approved schools ready, but it was withheld from publication, protests coming from states which found few of their schools on it. There appeared also the fear that the list of the Commission might interfere with state or institutional lists, though it had been indicated that no coercion was contemplated, or possible under the constitution. Almost no inspectional visits by the Commission were possible, but state and university inspectors were utilized to the utmost.

The first list of accredited secondary schools was published in 1904. It included 159 from the ten states of Colorado, Nebraska, Minnesota, Iowa, Missouri, Illinois, Wisconsin, Michigan, Indiana, and Ohio. It was determined that schools should be accredited for one year. The official representative of the Commission in each state was to be the inspector of the state university, and in the absence of such officer, the inspector appointed by the state authority. The number of secondary schools accredited at intervals of five years thereafter is as follows:

1909	1914	1919	1924	1929
594	993	1293	1670	2244

The Commission on Secondary Schools has had before it within the past decade proposals for an extension of its activities, to provide separate accrediting of (1) private secondary schools and (2)

commercial schools. The first was quickly disposed of, when in 1924 a committee appointed the year before to study the question of a separate set of standards for the private schools rendered an unfavorable decision.

The commercial schools did not go to rest so easily. Representatives of the National Association of Accredited Commercial Schools in 1921 asked for an arrangement whereby their students might receive credit on college entrance for the work done, and possibly college credit for it if they were already high-school graduates. After favorable consideration of the general proposition, a set of separate standards for accrediting commercial schools was drawn up, only to meet with temporary postponement in 1924 and permanent postponement in 1925.

The volume of business handled by the Commission on Secondary Schools necessitates complex organization. State committees are urged to canvass their schools in good season, so that reports may be sent early to the Secretary of the Commission for such study as he may propose to present to the Association that year. When the Commission gathers the early part of the week of the annual session of the Association, time is taken to elucidate doubtful points and unify understandings, before the reports are assigned to the reviewing committees in line with the suggested action already entered upon them by the state committees. For this purpose widely representative committees are appointed on (1) schools unqualifiedly recommended, (2) schools to be warned or advised, (3) schools to be dropped, (4) schools withdrawn, and (5) new schools.

By far the largest number of reports goes to the first of these committees, which usually breaks into sub-committees to handle reports from different states. By courtesy no committeeman is asked to review the blanks from his own state. But it is expected that a representative of every state committee will be present to speak for his schools and furnish information. A state unrepresented for two years in succession may have all

its schools dropped. This committee is made very large so that its examination of reports may not be merely perfunctory. The other committees have few reports to review, and the scrutiny is closer still. In the case of 150-300 schools to be warned or advised the weakness or violation of a standard has already been noted by a state committee, and the whole blank need not be reviewed; it is important that the standards shall be evenly applied by this committee to doubtful schools from all states, and a small committee makes this possible. New schools run not much over a hundred, while schools dropped average about twenty-five for the past ten years. Schools withdrawn are schools dropped because of discontinuance.

The practice of "warning" a school for violation of a standard has existed almost from the beginning of the accredited list. It indicates a condition so serious as to justify the dropping of a school. Since 1912 no school which has been continuously on the list for five years can be dropped without a year of warning, but others may be dropped forthwith. The number of warnings is greater just after some significant rise in standards. But too many warnings is likely to carry an erroneous impression of general "back-sliding." Several years ago the Commission therefore instituted "advice," for minor infractions, and also for more serious violations of new requirements which it was believed the offending school would meet as soon as possible. This makes it possible to labor longer with the school, for a warned school must be dropped the next year if the same standard still is violated.

The body of custom and interpretation has accumulated until the Commission has deemed it best to segregate its *Standards* from its *Regulations* (since 1920), its *Policies* (since 1924), and its *Recommendations* since 1928). If one may attempt a discrimination, *Standards* are educational and minimal in nature, *Recommendations* are educational but advisory, *Regulations* are minimal but hardly educational, *Policies* are rules of procedure for the Commission.

Returning now to the issue of higher institutions, the North Central Commission on Accredited Schools appointed a committee in 1903 to consider the wisdom of including the accrediting of colleges and fixing the requirements for the bachelor's degree. But after two years of work the committee reported that the difficulties would be too great. The deliberations of the meeting of 1906 indicated a growing desire for a list of accredited colleges, while a long report on college practices showed that a number of members were violating the constitutional requirements as to entrance standards. Some favored delay until the Carnegie Foundation and the General Education Board could formulate standards in connection with their endeavor to grant retiring allowances and to build up college endowments.

Pressure by 1908, however, was so strong that the Commission was instructed to proceed with plans for accrediting colleges of liberal arts through a committee of three in each state—the inspector of schools from the state university, or, if such did not exist, the inspector from the state department; a president or dean of some college member of the Association; and a superintendent or principal of a secondary member of the Association. A tentative set of standards was reported in 1909.

Some additional standards were framed and adopted in 1912, but thus

List of Teachers' Colleges and Normal Schools". The junior colleges were left with the "Colleges and Universities". It was conceded that institutions of very unequal facilities were being listed on a par, so a change followed with the rapidly growing lists of 1915 and 1916. All higher institutions were published in one list; with some twenty-five types of objective data after each, to indicate its status on critical points.

This did not meet the approval of the Association, which directed for 1917 the preparation of three lists of accredited higher institutions—colleges and universities, institutions primarily for the training of teachers, and junior colleges. Standards for approved junior colleges were first put into effect at this time. The difficulty encountered by teacher training institutions in furnishing data asked from standard colleges led to the adoption of the first set of standards for their separate accrediting in 1918.

The steady growth of the lists of approved higher institutions is indicated by the figures given below.

At no time has a decrease occurred in the total number accredited, and only once each a decrease in the number of junior colleges and of teacher training institutions, until the past two years. These have witnessed a decline in teacher training institutions from 54 to 44, provoked by (1) the permission granted in 1926 to teacher training institutions to

#### Approved Institutions

Year	Colleges and Universities	Junior Colleges	Teacher Training Institutions	Total
1914 .....	70	2	6	78
1919 .....	125	12	44	181
1924 .....	150	26	49	225
1929 .....	189	44	44	277

far it had proved impossible to agree on a list of accredited colleges. However, in 1912 it was decided that all then members of the Association should be put on the list. This resulted in the inclusion of two junior colleges and several teachers colleges. In 1913 and 1914 the Commission prepared an "Unclassified

qualify as standard colleges and universities, (2) the decision in 1928 to accredit no more schools as teacher training institutions, and (3) the proposal to discontinue the list in 1931. The expectation is that most strong institutions of this class can meet requirements for listing among colleges and universities.

The list, speaking broadly, had never been satisfactory, because it recognized on the same basis two-year normal schools and four-year teachers colleges, and efforts to break up the combination were always frustrated. Its standards were obviously lower for colleges and universities, even in some respects lower than for junior colleges. The American Association of Teachers Colleges seems now the natural and competent authority to deal with this question. Among those not actually concerned by reason of their own institution there will be general satisfaction at the passing of the list.

The history of the Commission on Institutions of Higher Education is full of travail and forbearing—inspection, re-inspection, continuance for a single year, and warning. In all, no great number of schools have been dropped, although in 1922 fourteen were dropped for failure to report, and in 1927 eight were dropped for failure to meet the financial standard. The limit of forbearance was probably exercised around 1925 to ease the burden of the rising financial requirements.

The very full triennial reports called for in 1925 and 1928 were digested into a comprehensive study, indicating to a serious degree several shortcomings. In 1925, too, a standing committee of the Commission, known as the Board of Review, was appointed to review all reports previous to the annual meeting and to make recommendations on appeals. This consisted of the chairman, secretary, and three other members changing one each year. To these have been added members representing the American Association of Teachers Colleges and the Catholic Education Association. So it now numbers seven.

Unsolved problems of the Commission are the financial rating of institutions employing unsalaried members of teaching orders, the revision and probable raising of library requirements, and the more regular attendance of its own widely scattered members. In 1923 it asked the consent of the Association to appoint alternates to its body, with responsibility to attend the meeting if in-

quiry a month in advance showed regular members not expecting to attend. This proposal was succeeded in 1927 by a regulation requesting the resignation of a member if he is absent without excuse.

By the constitution of 1928 both secondary and higher commissions of the North Central Association may waive standards in specific cases in the interest of experimentation. Even before that both commissions had taken the liberty in some cases. In 1927 Stephens College, in 1928 Joliet (Illinois) Township High School and Junior College, and in 1929 the Junior College of Kansas City were given the privilege of trying experiments in obliteration of the usual division lines of secondary and higher schools. A general precaution will doubtless be an annual report on the progress of the experiment by the president of the institution. No other association has, to the knowledge of the writer, granted any liberties of this sort to its accredited schools.

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Classification of institutions by the Southern Association has been in a sense inferred from its early history. The inference lay in the custom of listing separately the secondary and higher schools claiming membership. But soon some basis for this segregation became imperative, and a few rough requirements were adopted. This was attempted by constitutional enactment, little used by the North Central Association, and not at all by the Association of the Middle States and Maryland.

The by-laws from 1900 carried a requirement that no college should be eligible if it "furnishes preparatory instruction in any subject as part of its college organization". This was later relaxed as to beginning Greek, German, and French, but such work could not be counted for a degree if counted also for admission. No college might retain membership unless it held written entrance examinations of the scope indicated in the minimum requirements for the different subjects drawn up by the Association. This of course did not interfere with the policy of admission on

certificate, which by 1905 was followed by nearly all higher institutions of the South. Further, "No college that admits students under fifteen years of age shall be eligible to membership". By 1910 this requirement of age had disappeared in favor of fourteen units for the "literary department", with irregular students entering on a minimum of ten units. In 1913 ten units was changed to twelve, with all deficiencies to be removed before the beginning of the second year in college. From 1910, too, it was suggested that special students should be not less than twenty years of age, with their names printed separately in the catalogue.

The secondary schools fared more easily. The only by-law touching them stated that "No preparatory school that confers degrees shall be eligible to membership in this Association". This effort to restrict secondary schools from the field of college procedures and customs found an echo years later, when in 1921 the Commission on Secondary Schools rejected the application of a "military college" for accrediting. The reason assigned was the use of the name *college* by a secondary school. The Association sustained the decision of the Commission on this point.

The Commission on Accredited Schools, called into existence in 1911, proposed for adoption at once a set of rudimentary standards for secondary accrediting. The next year it revised and amplified its standards, but no list of accredited schools was issued until 1913. The first list contained 152 schools from eleven states. Arkansas submitted no applications, and the list from Florida was held up at the request of the chairman of the state committee. The *High School Quarterly*, now well known, was made the official organ of the Commission, and served a valuable purpose, particularly preceding 1921. Since then the *Proceedings* of the Association have carried generous accounts of the work of the Commission.

The expansion of the accredited list from that first year is traced by the following data on approved schools:

Year	1913	1918	1923	1928
Accredited Schools	152	411	704	1026

The number of accredited schools has grown steadily, in spite of the fact that fifteen to twenty-five are dropped each year. In 1920 it was said that 150 Northern colleges and universities had adopted the list for guidance in admitting students from the South. The preparation of a list of the best negro schools to satisfy the request of Northern colleges was recommended in 1920 by the Commission. It was to be published separately, but no record of it has been found. The question of accrediting commercial schools has been raised, but postponed until the commercial schools themselves petition for it. The consideration of separate accrediting for private secondary schools was disposed of at the same time (1926). It had been brought forward because some such schools, members of the Association since before the days of the Commission, had never qualified for accrediting. The result was a refusal to sanction separate standards for those schools, and twenty-seven of them were dropped from membership.

Before 1927 applications for secondary accrediting in the Southern Association passed first through the committee from their own state, then through a reviewing committee for each state but without any members from that state, with doubtful cases referred to an equity committee. In 1927 the practice was changed. Reports now go directly from the state committee to a central reviewing committee of eleven, one from each state, which meets for conference and discussion on interpretation. This committee then divides into sub-committees of varying size for work on the reports from each state. In this manner it is believed that greater uniformity can be secured than by utilizing the unwieldy Commission with its fifty-five members. Approximately a third of this central reviewing committee change each year. A special appeals committee is retained to pass on cases that are carried up.

The custom of warnings is followed in dealing with secondary schools. For

some years it was ruled that a school might be dropped without warning, but in 1927 it was decided that a school was to be given a year of grace, and then dropped if the same violation occurred the following year.

Standardization of higher institutions was delayed several years after that of secondary schools, as in the North Central Association, but opposed to the order of development in the Association of the Middle States and Maryland. The original duties of the Commission on Institutions of Higher Education were:

(1) To prepare a uniform blank for transfer of college students.

(2) To set standards, subject to the approval of the Association, for its higher institutional members.

(3) To rate other institutions on the basis of the standards adopted.

(4) To prepare lists of approved institutions for publication.

After two years of work standards were submitted, and adopted by the Association in 1919. The first prepared list was ready for the meeting of 1920, and its publication permitted after considerable opposition. It contained thirty-three institutions, eleven of which were state universities. Subsequent development is indicated by the table below.

The approved non-member college is

regular, approved list. The disposition is to regard the non-member list as a temporary measure, and to increase the pressure on it. The list of such was at first to be prepared biennially, but in 1925 some were recommended for only one year. In 1928 it was decided that all non-member colleges must report annually. Restlessness of the Commission on Secondary Schools at the acceptance of teachers from non-member colleges was apparent in the appointment of a committee in 1926 to confer on this subject with the Commission on Institutions of Higher Education.

At the meeting of 1920 a committee was appointed to recommend a set of standards for the classification of normal schools. Delay was temporarily decided upon because of the feeling that the American Council of Education might take up the matter. In 1922 another committee was asked to make a complete study of the effect of schools and departments of education in college and university members of the Association and all other teacher training institutions in the territory, and to report a policy at the next meeting. The report favored accrediting teacher training schools, but it was two years before the first list was issued. Two-year teacher training institutions have not

#### Approved Institutions

Year	Colleges of Arts & Sciences*	Teacher Train- ing Colleges	Junior Colleges	Non-member Colleges	Total
1922	58	---	---	---	58
1924	72	---	---	66	138
1926	92	7	9	48	156
1928	106	19	17	31	173

a feature peculiar to the Southern Association. Such a school must approximate standards for member colleges, and be inspected by a representative of the Commission. Its graduates may be selected as teachers by approved secondary schools. The decrease in the number of these schools means that many of them have been transferred to the

been considered for recognition, but a committee is to report upon that problem in 1929.

First notice was taken of the junior college at the meeting of 1913. Later a special committee reported much information concerning junior colleges of the South, and recommended the addition of a new category of junior college members. In 1915 a section was added to the by-laws reciting minimum require-

\*Colleges was the sole caption here until a distinction had to be made in 1925.

ments to qualify as a junior college member. These ran as follows: separation of names of college and secondary students in the catalogue, admission requirements equal to those of the college, graduation on thirty year-hours of work, no degree to be granted, and care to be directed to number of teachers, their training, their teaching load, the number of students, and the equipment and resources of the college.

At the beginning of regular accrediting in 1921 the Commission on Institutions of Higher Education was directed to organize a sub-committee to pass upon junior colleges which might apply for accreditation. Standards for the purpose were adopted in 1923, and their application began in 1925. The Commission then established a standing committee of nine on the junior college.

In 1922 a committee was appointed to study technical colleges with a view to admitting them to the Association, but the matter seems to have rested there. At present a committee is studying the question of standardizing negro colleges.

The Commission makes some use of regional committees, analogous to the state committees found in accrediting secondary institutions.

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Ten years ago there existed in the New England Association of Colleges and Secondary Schools a Committee on Standards for Secondary Schools, consisting of three persons from higher institutions and two from secondary schools. The center of gravity in this section seems always to be a little away from secondary control. In the spring meeting of 1921 the above committee reported, but no outcome of importance followed.

The New England Association also had a Committee on Standards for Colleges as far back as 1919. It consisted of three college representatives. Its report was announced as a special order for 1920. There is evidence of considerable dragging. In 1923 the Association adopted "minimum requirements for an acceptable college of liberal arts",

and the Committee on Standards for Colleges was requested to prepare a list of accredited New England colleges for the next meeting. Yet in 1925 the Committee reported that it had been unable to comply, and doubted its ability to do so without financial support. In December, 1928, the minimum standards for an acceptable college were amended, but no accredited list has been prepared. Several of the standards resemble closely or are identical with those enforced by one or more other regional associations. The exceptions are a very high financial requirement, and a very modest student-teacher ratio.

The College Entrance Certificate Board was definitely designed to accredit secondary schools, and lost no time in doing so. It served notice on high school principals that after January 1, 1904, no certificates would be accepted from any New England school, unless approved by the Board. The original rules provided that "No school shall be approved unless it has shown by the record of its students already admitted to college its ability to give thorough preparation for college; or unless it can satisfactorily meet such tests as the board may establish to determine its efficiency." From that time to this the member colleges have been required to make a general report of the work of students from approved schools for at least a third of the first year in college.

The College Entrance Certificate Board is unique in that it does not inspect at all. It does require in addition to college records of graduates an application from each school indicating curriculum, teaching staff, and equipment. No definite standards have been set on these points so far as can be learned, and hence practically everything in accrediting revolves around the college success of graduates. To be considered for accrediting the school must have sent in the preceding three years at least two students to colleges represented on the Board. Schools dropped for poor record of their graduates must send three satisfactory students in a period of three years, before

application for accrediting can be reconsidered. A limited variation from the above may be made for schools which happen not to have sent as many students as required within the time limitations. This variation permits a principal to enter a "specimen" student on certificate. The "specimen" privilege holds for only one year. Two years are spent on the trial list of the Board before full accrediting is possible.

"Warnings" of two forms are used. One merely calls the principal's attention to the record of his school, when a certain proportion of failures occurs. The other more serious warning, frequently following the former but not necessarily so, states that the certificating privilege will be withdrawn if further failures take place. Schools are permitted to apply a year in advance for continuation of the certificating privilege, and the tabling of such application is frequently employed to denote in itself a form of serious warning.

At the organization of the Board 534 New England schools were on the certificate list of one or more of the ten colleges early becoming members of the Board. But only six of this great number were on the certificate list of more than three of the member colleges. The Board has wiped out these individual lists. In 1907 its accredited list contained 189 of New England's 610 high schools, or 31%, ranging from 14% in Vermont to 61% in Rhode Island. In recent years over five hundred schools are fully approved, while 125-150 more have the specimen privilege.

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The Northwest Association came so late into existence that it was not necessary to await the germination of the idea of standardizing and accrediting. No internal struggles attended the formation and publication of an accredited list. There has been no discrimination of higher institutions into classes in the published lists, even with distinct sets of standards for colleges, junior colleges, and teacher training schools.

Secondary reports go from the state committees to reviewing committees,

for "approved" schools, for "warned and advised" schools, for "rejected" schools. The rule on warning is the same as in the Southern Association—a year's notice, followed by either correction or the penalty. Warnings have been issued with freedom, especially in 1924. The subject of the warning has most often been the teaching load, but sometimes it has been the qualifications of teachers. *Policies* for secondary schools are published separately from the *Standards*.

### 8. Attitude Toward the Junior High School

The Association of the Middle States and Maryland first faced the question of the relation of junior high school organization to college entrance in 1925. It voted that college members be encouraged to provide an alternative plan of admitting students from junior-senior high schools, whereby a requirement of twelve units might be sufficient, if taken in the last three years of the secondary course. A special committee was heard on the matter in 1926 and 1927, and is still out. In its latest action the Association has not been willing to waive the requirement of fifteen units for entrance, and the whole attitude toward the junior high school is undefined. Meanwhile its Commission on Secondary Schools has decided not to accredit junior high schools, but those with grades 7-12, 9-12, and 10-12 are all recognized.

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The North Central Association in 1913 appointed a "Committee to Investigate Experiments in Secondary Education Involving Changes in . . . Grouping of Years to Form Intermediate Schools or Junior High School . . ." Its three members reported in 1914 on different aspects of their assignment. The committee was continued and enlarged to seven. After further report in 1915 it was combined with the Committee on Definition of the Unit, already at work on the formulation of material for upper and lower secondary levels.

The latter brought forth in 1916 a series of recommendations touching a large number of administrative and curricular aspects of the junior high school, based primarily on a questionnaire answered by forty-six systems having such organization. It was heard again in 1917 without covering particularly new ground.

Since 1917 the Association has been investigating the junior high school rather steadily. Its findings have been recommendations, and there has been no tendency to set up requirements. The conclusions of a committee in 1921 were that (1) separate units for junior and senior high schools should not be organized within a system enrolling less than five hundred pupils in grades 7-12 inclusive, (2) ultimately all teachers of grades 7-12 should reach the requirements of those in grades 9-12, and (3) the junior high school should provide a wider program than customary in grades 7-8. Suggested administrative features of the junior high school were partial departmentalization, promotion by subject, supervised study, not less than 35-minute periods, a limit to teaching load of not over thirty periods of forty minutes each week, and a pupil-teacher ratio of not over thirty, based on average attendance.

In 1923 a committee recommended that the problem of college entrance might be met by requiring eleven or twelve units from grades 10-12 as an alternative method of admission. The recommendation was repeated in 1926, and some members of the Association have acted in conformity with this suggestion. It was felt, however, that some restrictions ought to be applied to the new method. A committee in 1927 reported in favor of not more than three of the eleven or twelve units to be non-academic. It was also suggested that the academic units include a major of three units, and two minors of two each, or four minors of two each. It was felt that English should be either a major or a minor. Minors in foreign language or mathematics might take account of one unit below the tenth year, and a

major in foreign language might consist of one unit of one language and two of another.

Various committees of the North Central Association reported in 1927 material designed to realize the objectives of secondary education through mathematics and social studies in the junior high school. In every way the Association has endeavored to encourage rather than to direct, to stimulate rather than to regulate.

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In 1914 the Southern Association assigned a committee to study, among other matters, "The downward extension of the high school and the necessary reorganization of courses of study." This action seems never to have been heard from, but the Commission on Secondary Schools took up the investigation about 1920, because of its bearing on the work of accrediting. The result was agreement that it would be impossible to decide on standards. Belief was expressed that in the junior high school there should be approximation of standards for senior high schools in respect to preparation of teachers, teaching load, salary schedule, and building and equipment. The definition proposed for the unit in junior high school was substantially that accepted for the senior high school.

In 1925 an extended report was brought in on the junior high school in the South. On the basis of strong trends in current practice certain "desirable features" of the junior high school were pointed out:

- (1) An enriched curriculum.
- (2) Extra-curricular activities.
- (3) Vocational guidance and vocational training.
- (4) Departmental instruction.
- (5) Promotion by subject.
- (6) Grouping according to ability.
- (7) Exploratory or try-out courses.
- (8) Especially equipped library, laboratory, and shops.

This committee was made one of the standing committees of the Commission on Secondary Schools. In 1927 it made a study for its territory similar to one

made in the North Central territory, to ascertain the extent to which in curriculum organization the junior high school was aiming at the seven "cardinal principles" of secondary education. In 1928 another report was made on the training of junior high school teachers. The desire to give a free hand to the junior high school in working out its problems is indicated by a resolution passed in 1926 by the Commission on Secondary Schools, asking the Commission on Institutions of Higher Education to confer on the question of revising standards for college entrance so that twelve units from

the senior high school might be accepted as fully satisfactory.

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The Northwest Association has done nothing more with the junior high school than to call for a report on its status in the Pacific Northwest in 1923. The report was unique among the regional reports in this field, on account of the suggestion that the movement should be standardized to prevent discredit arising from "the use of the name without the essential features." No standards, however, were suggested by the report, and nothing seems to have come of the matter.

## II. A Comparison of Current Regional Standards for Secondary Schools

The accompanying tabulation arranges in parallel columns the standards for the four regional agencies accrediting high schools on the basis of inspection. The New England College Entrance Certificate Board does not work on that basis, and therefore is not represented. The North Central Association has a number of regulations, policies and recommendations, which it distinguishes from its standards, though such distinctions cannot always be drawn precisely. In the following tabulation only the standards appear, except where necessary to introduce other material for comparison with other associations. All the other associations group all their requirements as *Standards*, except for the segregation of *Policies* by the Northwest Association.

As with higher institutional accrediting, one finds here much borrowing from other associations. A similar expression on the face may cover actually a wide variation in meaning, and conversely some differences in language reduce to nearly the same meaning in the long run.

The historical development of the various standards is brought out in the succeeding discussion, to indicate progress at times, and at other times, it may seem to the reader, retrogression. This development is not a long story with two of the associations. The Northwest

Association at its origin copied the North Central standards of 1917 for secondary schools, with a slight change of the one governing pupil load, and a reorganization of the one governing pupil-teacher ratio. It made substantial revisions again in 1926, following its larger neighbor in numerous respects but also adapting freely. The Association of the Middle States and Maryland made three or four changes in 1923 and likewise in 1928. Its plan of organization of its standards was very like that of the North Central Association, though the effect of several provisions is quite different.

### 1. Definition of the Unit

The definition given by the Southern Association is easily the least specific, but it has stood in its present form since 1912. That of the middle states and Maryland does not define laboratory in relation to classroom work. The other two are full on this point, the North Central especially so by the insertion in 1917 of the word "prepared." All the definitions permit great flexibility in local arrangements. The weekly requirement of five 40-minute periods may, in the exigency of schedule making, become four 50-minute periods, and if the year be lengthened to forty weeks, even three 60-minute periods.

## 2. Graduation

Only in the South is the requirement for four-year curricula sixteen units. Two associations recognize clearly the need for revising requirements to meet the development of the junior high school. The other two have deliberated on the question as effecting college entrance, but thus far have refused to act. Therefore they could hardly take kindred action affecting high school graduation. The Southern Association came to its present level by a series of steps—fourteen units in 1911, fifteen in 1921, and sixteen in 1923. From 1902 to 1906 the North Central Association required that each graduate of an accredited secondary school show credit for three units of English and two of mathematics. After an interim of nearly twenty years it came back with a *Recommendation*, that all graduates of the four-year high school be required to offer "three units in English, two units in social science, one unit in biological science or one unit in general science, and one unit in physical education or health, (with or without credit)."

## 3. Length of Year

The North Central Association first adopted this standard effective in 1918, and has stood steadfastly by it. A committee representing private boarding schools took the question to the Executive Committee of the Association in 1922, asking approval of thirty-four weeks. They were referred to the Commission on Secondary Schools, which resolved such action to be unwise. It went so far as to appoint a committee of investigation which in 1923 reported in favor of thirty-four weeks if full 180 days of school were held, but this proposal was rejected by the Commission.

The original standards of the Southern Association in 1911 required a year of thirty-six weeks, but this clause was missing in 1912 and has never reappeared. The by-laws of 1913 assumed a year of that length. An interpretation of 1925 held for a year of thirty-six weeks. Another of 1924 held that a nine-month term meant 175 days of school including

holidays, while the next year another finding held for 175 days of school exclusive of holidays. There seems no doubt that this Association has consistently stood for a year of thirty-six weeks.

The Association of the Middle States and Maryland has seemed uncertain. While it has always recommended thirty-six weeks, it tried the following amendment from 1923 to 1928:

Small classes, the distribution of the secondary course over a period of more than four years, or excellence of results obtained as measured under Standard 2 shall compensate for a school year shorter than thirty-six weeks.

This was changed in 1928 to a general provision for exception on the basis of Standard 2. (Their Standard 2 is Standard 16 in the present arrangement.)

## 4. Length of Class Hour

The omission of mention by the Northwest Association hardly leaves the door open to much variation, since its definition of the unit holds up the average length of daily period to forty minutes for thirty-six weeks. The Southern Association had a standard of forty minutes in 1911 only, but a ruling in recent years indicates that this minimum is unwritten law. The North Central Association began with forty-five minutes in 1902, but this was changed two years later to "forty minutes in the clear," with no essential change since that time.

## 5. Size of Staff

This standard has been subject to much tinkering. No association is willing to do without it. The Association of the Middle States and Maryland tried as low a limit as the full time of three teachers of academic subjects, but changed it after five years of experience. The North Central Association has tried its standard in no less than six different forms, and from 1917 to 1920 removed all restrictions whatever on size of staff. Every Association except the Northwest has at some time had a standard which permitted a count of the full staff of the

high school, including teachers of non-academic subjects. From all of this two convictions appear: (1) no school can fall below a certain size of staff and provide widely enough for individual differences and future needs of its student population; (2) some of the small schools cannot be trusted to divide their energies properly between academic and other subjects.

### 6. Program of Studies

The attitude of the Association of the Middle States and Maryland is distinct in urging the extension of the academic curriculum. However, its standard is actually a copy of a North Central standard of ten years ago. But other items in a close study of these associations will probably convince that in the West and the South the accrediting associations are comparatively more friendly to the newer subjects. This friendliness was evident in North Central and Southern standards, very similar to their present ones, both dating back as far as 1912.

### 7. Pupil Load

The standard of the Southern Association on this point is the classic form. It has stood in the South since 1912. It was used in the Northwest Association from 1918 to 1926. The first legislation of the North Central Association in this field, in 1909, took the same identical form, and was not strongly attacked until 1917, when it was limited to read:

More than twenty periods per week for any pupil should be discouraged, except in the case of pupils having more than average ability.

The following year it was again changed to apply to twenty periods per week of academic subjects, or twenty-five periods per week including vocational subjects but excluding choral music and physical training—the pupil in each case to be of “more than average ability.” In 1923, 1924, and 1925 changes were made. The attempt to discriminate between subjects finally failed, as it probably should, if all subjects are to enjoy equal prestige with the student body, and if credit is to be considered a common denominator.

For one year the privilege of extra registration was limited to students who had made passing grades in all subjects the preceeding term, and had ranked in the upper 25% of their classes. Past performance would seem a good criterion for the future, but many urge that the student of high ability often might take an extra subject with just as good results as he secures under a normal load. The Northwest Association sets a lower per cent for extra registration, but neutralizes it by numerous exceptions. That this point should have been of so general concern in secondary accrediting, and have passed without notice in standardizing higher institutions is one of the anomalies of accrediting.

### 8. Preparation of Teachers

The qualifications of teachers is a fundamental criterion of educational excellence in any school or system, and has received strict attention from the outset by all regional associations. Progress on this standard has been more marked and possibly more steady than on any other. But progress has been slower and subject to greater obstacles than on several other standards for an obvious reason: a new laboratory can be fitted up in a few months, an additional teacher can be engaged at any time to reduce teaching load, a new ruling on pupil load can be placed in operation at the beginning of a new term; but a new requirement goes slowly into effect upon so stable a factor as the teaching staff. To permit personal readjustments without hardship, four methods have been used.

(1) Notice has been given of intent formulate a standard. The North Central Association in 1919, for example, stated its belief that supervisors of academic subjects should possess academic and professional qualifications equal to those of the academic teachers supervised, and declared its purpose “in the near future” to frame such a requirement.

(2) A standard is published, to go into operation at a specified later date. The period of delayed operation runs

from one to two years ordinarily, but sometimes when it has expired further delay is forced. All associations except that of the Middle States and Maryland have resorted to this expedient.

(3) The idea of an "equivalent" for the specific requirement has at some time been stated in a fashion by all associations. The general academic requirement of teachers in the North Central Association has always contained "equivalent", and this has often been the basis of strictures on the work of the organization. In 1929 "shall be equivalent" was narrowed to "shall be college work equivalent". Prior to that, lax enforcement in some cases might have allowed experience to serve as an equivalent of the college degree. The Association of the Middle States and Maryland speaks as though "successful experience" might serve as the equivalent of college graduation for not to exceed a fourth of the staff. The Southern and Northwest associations recognized an "equivalent" until four years ago.

Under the present ruling of the North Central Association, question still arises as to what other colleges than members of the Association give equivalent work. For 1920-23 the standard read:

The state committee (of the Commission on Secondary Schools) shall determine what colleges offer the equivalent of North Central Association standards.

The Commission on Institutions of Higher Education objected to this, because its own work on accrediting should cover the question of equivalent colleges within the territory of the Association. While that clause was eliminated, the problem of equivalence in colleges outside the territory of the Association remains. Other regional lists help, but a definite ruling would be wise. Without it the Commission on Secondary Schools may be quite discriminatory in accepting a graduate of a non-association school from some other territory, while compelled to reject an equally competent graduate of a non-association school in its own territory.

The equivalence of experience to pro-

fessional training is still accepted by the Association of the Middle States and Maryland. From 1921 to 1926 the standard of the Southern Association read, "Teachers should have had professional training or at least one year's experience in teaching." Though that idea was never expressed in North Central standards, members of the board of inspectors for that association fifteen years ago will remember the decision of the board to allow six hours professional credit for a year of satisfactory teaching experience, until the standard could be given closer interpretation without imperiling accredited schools on a wholesale scale.

(4) The non-retroactive principle has been invoked. The greater ease of raising any kind of educational requirement with such reservation is well known. The North Central Association has always proceeded on this ground, and its allowance is more liberal now than a few years ago. Fifteen years ago the non-retroactive clause was without restriction or explanation. No one knew whether it permitted a teacher to change from one school to another, one state to another, or even from one regional territory to another. Many felt that it should never be urged in behalf of any teacher changing schools. But this caused embarrassment, because in opening a new high school in a city it so often is desirable to transfer to it approved teachers from other schools of the same system. In 1922 the standard was amended to permit such transfer. There remained the case of the approved teacher not meeting technical requirements fully but desirous of accepting a position of greater opportunity in another system. To meet this case the standard was changed again, until it now is not retroactive within the Association.

The Southern Association has never framed a standard dealing with the non-retroactive principle, but in 1925 it did adopt such an interpretation, following the inclusion of principals, and teachers of agriculture and home economics under the same requirements as academic teachers. For the Southern Association

and that of the Middle States and Maryland a non-retroactive provision on general preparation has been less necessary, since their academic requirement has positively applied to only three-fourths of the teaching force.

The Northwest Association has constantly followed the North Central in its non-retroactive administration, but its standard, not revised since 1925, applies only "so long as the teacher remains in the same city system."

There remains still the question how far a commission should go in accrediting a new school with teachers who have the "equivalent", for only by accrediting a school with teachers of short preparation can one find application for the non-retroactive clause. Both the North Central and the Northwest associations have endeavored to prevent abuse by their 80% rule, and the exclusion of all cases of teachers who have been connected with the school for less than two years.

The academic requirements for staff have been raised by extending them to others than teachers. The North Central Association first brought in supervisors of academic subjects, and then superintendents and principals of accredited schools. The Southern Association has made only the principal liable to conform. Entirely beyond these measures is work on compelling special preparation for the subject taught. The North Central Association recommended in 1923 that, so far as possible, teachers be assigned to their major subjects of collegiate preparation. In 1928 this became a regulation applicable to academic subjects, and held the teacher to major or minor college specialization. The interpretation of a minor as at least ten semester hours came in 1929. In 1925 the Southern Association began investigating the possibility of making a similar requirement of beginning teachers, but no action has yet been taken.

While all associations speak of academic subjects, only two have tried to define them. Their definitions are closely equivalent. Vocational subjects have not been influenced as to the spe-

cific preparation of their teachers outside the Southern Association, where agriculture and home economics have been taken into the fold. It is true that under Standard 6, *Program of Studies*, the North Central and Northwest associations have mentioned "qualified teachers", but the contrast between this and the definite provisions for academic teachers is too strong to escape attention.

The professional requirement of teachers is not set forth in terms of credit in institutions of any particular grade, and some of it will be of questionable character. That it has improved and been improved is undeniable. The Southern Association made the single step to twelve hours. The Northwest Association began with eleven hours, stopped briefly at twelve, and then moved to fifteen. The North Central had great difficulty in changing from eleven to fifteen. At the meeting of 1923 opponents forced a referendum on the proposal. The results of this completely bowled them over, colleges favoring the change by a vote of 2-1, and secondary schools lining up for it 8-3. The Northwest Association defines only by advising "special study of the subject matter and pedagogy of the subject to be taught". This is drawn from an early North Central statement. The latter body for ten years has recommended that it be met by offering work in educational psychology, principles of secondary education, theory of teaching, special methods in subjects taught, observation and practice of teaching, history of education, and educational sociology. Later it added school administration and supervision. Principals, superintendents, and supervisors have been brought under professional requirements by the same associations which have made them subject to academic requirements.

Objective evidence of the success of the associations in bringing their people up to standard is interesting. The writer finds comparable data from only the North Central and Southern associations.

Little difference appears on the surface

between applying a requirement to all academic teachers, and applying it to 75% of the entire teaching force, so far as bringing the academic teachers to the degree level goes. From the standpoint of vocational teachers, the Southern form of attack has produced better results. The North Central seems ahead in professional training, but it has been working on the matter for over a dozen years, whereas the Southern Association has only started.

Each of the above aspects of teaching load has been subject to interpretation. The number of classes per day raised the controversy as to how laboratory or other duty shall be estimated. In 1916, at the instance of large city schools, a provision was forced into North Central standards, that double periods in laboratory work, in science or vocational subjects, and in study supervision, should be counted as single periods, with total duty in no case to exceed thirty-five

	Southern Association 1926-27	North Central Association 1924-25
Per cent of teachers		
With bachelor's degree		
Academic subjects .....	91.6	94.5
Vocational subjects .....	62.6	49.1
With professional work (12 hours or more) (15 hours or more)		
Academic subjects .....	80.6	82.6
Vocational subjects .....	69.	63.9

The Southern Association is not unmindful of the 25% not required to make the degree level. In 1926 the proposal to come to the degree level for the whole school was voted down in the Commission on Secondary Schools. A year later the Commission resolved to ask beginning academic teachers and teachers of agriculture and home economics to offer three years of training as a minimum in any case, but no record is found of the acceptance of this recommendation by the Association.

### 9. Teaching Load

This criterion has been recognized from the beginning in all associations. Special reports have been made on it, and according to the proceedings vigorous discussions have dealt with it. Regulation has assumed several forms, such as number of classes per teacher per day, number of pupils per teacher, pupil-periods per teacher per day or per week, and size of class. On all these points except the last, the North Central Association has at some time had a positive standard, but its convictions have now all become *Recommendations*, except as to the number of pupils per teacher.

periods per week. The reference to vocational subjects was later removed, and other minor alterations made, and in 1925 the clause was dropped entirely. The Southern Association and that of the Middle States and Maryland have retained a similar provision to the present, but without setting a maximum corresponding to the thirty-five periods per week. All except the Southern Association recommend five periods daily, and two forbid over six classes per day for any teacher.

The number of pupils per teacher has been computed on various bases. Two associations base their calculation on "average daily attendance"; the other two use "average enrollment" and the synonymous "average number belonging". While the Association of the Middle States and Maryland makes a recommendation on this point, the other three are ironclad with their ratio of not over thirty students per teacher. The calculation of the number of teachers is defined by two associations, as to the manner of counting other persons who perform certain duties sometimes left to teachers.

The number of pupil-periods per

teacher has been approached from two angles—the day and the week. After recommending a limit of 150 per day for some three years, the North Central Association added for a single year (1924) an absolute limit of 160, and then receded to a recommendation of 150. The Northwest Association stands where the North Central did in 1924, and the Association of the Middle States and Maryland is headed in about the same direction. The Southern Association decided in 1923 that a fairer maximum was to be found in the number of pupil-periods per week, and has never drawn a standard for the daily load in pupil-periods.

Misunderstandings have been frequent as to regulation of size of class, possibly due to a question on the blanks for an annual report of the number of classes enrolling over thirty. On that point no limit has ever been positively set by the North Central Association. In 1917 the standards stated that "No recitation class should enroll more than thirty pupils." After a year of trial, this was conservatively altered to "The association believes that effective work can rarely

Such an interpretation may have existed, but its enforcement is admitted never to have been close, and at no time has any such standard been published. The Northwest Association for several years declared that the number in any academic class should not exceed thirty-five, but that reference was dropped in 1926.

A Comparison of conditions in the two largest associations on classes per day and size of classes is made below. It shows that the policy of closer regulation in the South has in each regard presented brought about conditions slightly superior to those in North Central territory.

### 10. Records

No official guidance is extended by any association in this matter, but presumably the wide investigation and the resultant recommended form sponsored by the National Association of Secondary School Principals is familiar enough to serve as a model, and a standard in inspection.

### 11. Salaries

The only specific change in the history of this standard was the alteration

	Southern Association 1926-27	North Central Association 1924-25
Per cent of		
Academic teachers with five or less classes daily	85.4	81.2
Vocational teachers with five or less classes daily	81.2	78.2
Academic classes enrolling over thirty.....	9.9	10.6
Vocational classes enrolling over thirty.....	7.6	13.9
Academic teachers with less than 150 pupils daily	90.3	88.1
Vocational teachers with less than 150 pupils daily	92.5	87.

be done in classes of more than thirty pupils". Two years later it was struck out, only to return subsequently for a brief season in the form of a recommended "norm" of twenty-five students to a class. Studies of the size of class have in each instance tended to discredit a flat maximum, so far as scientific data justify a conclusion.

The minutes of 1928 show that the Southern Commission has a general impression that thirty is the maximum size of class now permitted by its standards.

from \$900 to \$1000 by the Southern Association in 1924. The North Central has not changed its form in the whole ten years. Two radically different approaches are illustrated—the fixed and the elastic. The vast difference in living expenses from place to place suggests the wisdom of the elastic provision, which attacks the question from the direction of the end sought—the securing and retention of good teachers. The standard of the Middle States and Maryland does not stress retention of teach-

ers. Tenure appears to be an equally important criterion of sufficient salary.

## 12. Library and Laboratories

The foundation sentence of this standard as it now appears in all associations served the North Central Association from 1902 to 1921, and the Southern Association from 1912 to 1921. In 1921 the North Central added a clause recommending a trained librarian for each high school of ten or more teachers. This was dropped in favor of the present form in 1924. The second sentence of the Southern standard was added in 1921.

Considerable work has been done on interpretation of the standard by the North Central Association. In 1918 an extensive committee report, revising and reorganizing a report of 1917, set up library standards for secondary schools of various sizes, including library staff, its training and remuneration; housing and seating capacity; number and selection of books; and expenditures. In 1928 another report was made, slightly more objective than that of 1918, but very little more exacting. It was necessary because some of the earlier recommendations had been made in terms of a dollar of greatly decreased purchasing power. In this latest report one finds recommended a reading room which seats 10-25% of the student body, a conference room, a lecture room for systematic instruction in the use of books and libraries, a collection totaling six books per pupil and well balanced in its selection, a professionally trained librarian with assistance graduated to the size of the school, a budget providing \$1 per pupil for books each year, \$75 a year for periodicals, and \$100-150 per year for reinforced binding.

The Southern Association adopted in 1927 a set of library standards effective in 1930, but they are being given circulation among the schools with a view to probable modifications. They are graduated according to enrollment, and cover much the same points as the North Central reports. Some of the more definite requirements are a reading room

to seat 10% of the enrollment and allowing twenty-five square feet for each person; a minimum of five books per student; one periodical for every twenty to twenty-five students; a librarian, part-time or full-time, with general education and professional training which seems to compare well with that of other staff members; the expenditure of 75c or \$1 per pupil, according to the size of school, for the annual purchase of books and periodicals. The Northwest Association has a committee out working on a definition of its library standard.

## 13. Plant

This "blanket" provision, generally applied to the accrediting of all higher institutions as well, except for what one suspects to be the accidental substitution of "laboratories" for "lavatories," has undergone no change of importance at the hands of the Southern Association in almost twenty years, or at the hands of the North Central Association in over twenty years. No official interpretations of it are recorded in the proceedings, yet it is known to have been a powerful instrument through the hands of a courageous inspector in forcing a new high school building in many a community.

## 14. General Efficiency

The basic character of this standard is emphasized by the Association of the Middle States and Maryland, by making exceptions to other standards depend on it. The North Central and Northwest associations both have printed it in italics at different times to stress its importance. It has been copied in large part by every association for use in accrediting higher institutions. It is one of the oldest of secondary standards, and has been but little changed. Into it are projected some individual considerations that must be pointed out. A phrase added by the North Central is "the co-operative attitude of the community." This suggests a *Regulation* of that association, occurring also as a *Policy* of the Northwest Association:

New schools seeking accrediting, shall submit evidence showing an ap-

proval of the standards of the Association and of the application for membership by the local board of education or school trustees.

Two of the associations mention evidence of college success by graduates of the school, and a third, the North Central, has lately been following up that line. The New England College Entrance Certificate Board takes it as almost the sole guide. Only the Northwest Association seems to have given no attention to college success of graduates of approved secondary schools.

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Back in 1914-15 the Association of the Middle States and Maryland had a committee accumulating data on the relative success in college of students admitted by certificate and by examination. The report of 1914 was inconclusive, but that of 1915 seemed to show the examination system insured students of distinctly higher grade than did the certificate system. Any conclusion would obviously be quite dependent on the strictness with which the two plans were administered. Despite the fact that this report is not in accord with the extensive findings of the College Entrance Certificate Board, it carried enough weight to crush the movement to accredit schools for the time being in the Middle States and Maryland.

After the Commission on Secondary Schools of that association got under way, a joint committee from it and the Commission on Higher Institutions was authorized early in 1928, to frame a standard procedure for reporting the grades of college freshmen from the accredited secondary schools of the Association. Cooperation of higher institutions outside the territory of the Association is being freely pledged. With the record of individual freshmen returned by the college is being combined a summary of the standing of all freshmen divided into quartiles, preferably quintiles, thus making possible the instant location of a freshman in relation to his whole group, and also a quick calculation of the general college success of all the freshmen from any secondary

school. The plan was put into operation in 1928-29, with reports on 3,800 freshmen the first year. This was an average of nearly ten students from each accredited school. Graduates of accredited schools surpassed by a slight margin those of other secondary schools for the first term. It is intended to run records over the entire freshman year. The record of an individual school receives no publicity.

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The Commission on Accredited Schools of the Southern Association attempted from the beginning to have college members report on blanks furnished by the Commission the success of students from the different high schools. At first co-operation was unsatisfactory, but it improved, and since 1919 an annual study is reported of the college success of graduates of the accredited secondary schools during their first quarter or semester. The scope of this has grown, and its technique has been improved. The Association has been generous of space and expense in presenting the results in its proceedings. The qualitative study of grades does not attempt to go beyond *passed* and *failed*. It is now possible to read failures by schools, by groups of schools according to size, by states, by subjects, by higher institutions individually, and by groups of higher institutions, such as state universities, colleges for women, and teachers colleges. Special institutions for music, commercial training, religious workers, and nursing are not included in the study, but of the total number attending other higher institutions reports are secured on about 90%. At the last report records of 17,655 students from 922 secondary schools were furnished by 438 higher institutions.

Taking the cumulative returns for 1921-28 the per cent of failures from public schools was 12.9, while from private schools it was 16.5. The difference in no year was less than 2.2%. In a North Central study the difference was not so wide, but it ran in the same direction. As is well known, the South has developed much of its secondary system

on a seven-year elementary basis. Returns for 1921-28 show 13.7% failures from systems with a seven-year elementary school, and 12.4% for systems with the eight-year elementary school. Failures from large and small high schools show a difference of only .6%. The failure rate for the eleven states ran from 11.1% to 14.8%. College departments differed widely, mathematics producing almost twice the mortality of Latin. Failures in state universities ran almost four times that of teachers colleges. The general rate of failure has been 12-14% from year to year, as contrasted with 8.6% of hours failed according to the North Central study.

The diversity of college marking systems has been somewhat decreased by these studies. Investigation is recommended of the causes of failure in college, and of the possibility of formulating a more scientific marking system. The relation of the recommendation of the principal to college success has not yielded to this statistical method. A committee report in 1927 indicated a tendency to discontinue reliance upon the recommendation of the principal, and to confine his part in college admission to correct certification of all known facts in the case of each applicant.

\* \* \* \* \*

The North Central Association did not deal with this type of objective data until 1924-25, though the advantage of reporting college success of its graduates to the secondary school had been discussed on the floor of the Association back in 1912, and a petition from college registrars had been presented in 1916, to require a report by college members on all freshmen from secondary schools of the territory, with a view to making the report a part of the basis for accrediting such schools or retaining them on the list. Accordingly, graduates of accredited secondary schools of the Association in the class of 1924 who entered college the following fall were traced during their first semester of college work in over 75% of the cases. The records of nearly 29,000

were collected with the assistance of 685 institutions. The items studied were somewhat similar to those already reported for the Southern Association. The conclusions from the report were perhaps as significant relative to standards of higher institutions as to those of the secondary schools themselves.

In 1926 two further studies were made by the same committee, using the questionnaire method—one on causes of failure in college, and the other on college efforts to meet the situation. Outstanding suggestions were joint responsibility of college and high school for failure of freshmen, qualitative as well as quantitative entrance requirements, more supervision of freshmen, more careful construction of freshman curricula, orientation courses, and better instructors in the freshman year. Meanwhile further investigation of actual scholarship records of freshmen is intended, with a biennial report expected in 1930. The Commission on Secondary Schools wishes the Commission on Institutions of Higher Education to order all members to report records of all freshmen entering from accredited secondary schools.

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Records of college success collected by the New England College Entrance Certificate Board are failures among freshmen, primarily during the first term. These are compiled for each secondary school. Annual reports of the Board summarize failures, subject by subject, for the whole body of freshmen in member schools, separating those admitted on certificate from those admitted by examination. In 1903-4, the last year before the Board began operation, the per cent of failures ran from 11.8 in Greek to 24.6 in mathematics, whereas for seventeen years under the Board the median annual per cent of failing students admitted on certificates ranged from 2.4 in Greek to 7.3 in English. Since this may be partly due to better adjustment between high school and college training, further light upon the working of the certificate system is sought by ascertaining the median an-

nual per cent of failing students from among those admitted by examination. For the same seventeen years this ranged from 4.1 in Greek to 9.9 in mathematics. Thus the examination system produces a third to a half more failures in each subject than the certificate system. In a recent letter the Secretary of the Board states that in 1928-29 failures in all subjects for all students admitted by examination amounted to 14.3%, while failures for those admitted by certificate amounted to only 5.2%.

The College Entrance Certificate Board has received much criticism because it rests its whole decision on virtually the one point of college success. Yet even to a westerner, with different ideas of accrediting, the plan seems very fair for the purpose intended. It places much more responsibility on the principal than in other associations, and the "specimen" privilege removes nearly all possible discrimination against a small school. Rarely, and not at all in recent years, has the Board allowed records of graduates of a school in non-member colleges to be presented as circumstantial evidence in accrediting, whereas both Southern and North Central associations have steadily endeavored to include such data in their studies of college success.

### 15. Intra-State Standing

Two associations have for several years included no school not recognized in the highest list by its own state au-

thorities. This was attacked in the Southern Association in 1926 by private schools, because it was alleged to make private schools subject to state authority contrary to their will; but the opposition were unable to dislodge the clause. The relation of the regional list for each state to the highest list compiled for that state by an intra-state authority, whether the university or the state department of education, has been studied from the last bulletin on that point issued by the federal Bureau of Education.\* The Middle States and Maryland are omitted because of the brief period of their regional accrediting. Only summaries are given below.

In this table the per cent of the state list placed on the regional list decreases steadily as one goes down the columns, from nearly 66% in New England to less than 16% in the Northwest. Some state authorities create a wide difference between state and regional lists, and others make it very small. The extremes for each association are noted. Idaho's state list is to its regional list as 4:1, but Oregon's ratio is 9:1. In the North Central lists, Arizona's ratio is 10:9, while Indiana's is 8:1. In the South, Arkansas had a ratio of 3:2, and Virginia showed 10:1. In Rhode Island the number was exactly equal, but in New Hampshire the ratio was 2:1. The regional list in New England is so extensive that it includes, from nearly every state, some schools not on the state list.

Aside from educational requirements, all schools are generally required to make out annual reports. The Southern Association excuses schools of twelve or more teachers from reporting complete staff data oftener than once in three years, but full data relative to changes must be furnished each year. The North

	Accredited Secondary Schools	
	Regional List	Highest State List
College Entrance Certificate Board .....	487	739
Southern Association .....	705	2683
North Central Association .....	1674	6505
Northwest Association .....	119	766

thorities. This was attacked in the Southern Association in 1926 by private schools, because it was alleged to make private schools subject to state authority contrary to their will; but the opposition were unable to dislodge the clause. The relation of the regional list for each state to the highest list compiled for

Central Association followed that plan until 1914, when the full report every three years was adopted for all schools regardless of size, with information on changes annually. Soon afterward the full triennial report was replaced by a

\*1925, No. 11.

full quinquennial report, occurring in years divisible by five. The Northwest Association has a "short form" and a "long form" report. The latter is required of new schools, and of all schools in years divisible by five. The Commission on Secondary Schools in the Association of the Middle States and Maryland requires an abbreviated report from all schools every other year, and from those of questionable status supplementary reports are required every year.

The North Central Association calls for its annual reports not later than December 1. This greatly simplifies the work of the Commission, as against the old days when reports poured in by special delivery after the meeting had actually started, and a careful review of them was rendered impossible. The Northwest Association experienced similar difficulty. At its second meeting several incomplete reports were found, and

these were referred to a special committee of one from each state with power to act, in case the reports were returned within thirty days. It was not until 1925 that this association discontinued the practice of receiving reports after the annual meeting, and set February 1 as the latest date for filing. Northwest, North Central, and Southern associations all accredit for a period of one year from the date of the adoption of the list by the Association, but the Association of the Middle States and Maryland reserves the right to remove a school from the list at any time.

The College Entrance Certificate Board calls for applications for accrediting on or before April 1. Approval, if granted, dates from the preceding January 1. This approval runs for two, three, or four years, but the Board may withdraw the certification privilege at any time.

### III. A Comparison of Current Regional Standards for Higher Institutions

The accompanying tabulation arranges in parallel columns the standards of the four regional bodies accrediting higher institutions. It has seemed most economical to group together all standards covering any one aspect of different types of higher institution. Under any heading, as *Definition* or *Admission*, will therefore be found first the standard for colleges and universities, with the provision on junior colleges coming immediately below, and the requirement for teachers colleges coming third.

A careful historical study has been made of the development of these standards, and the discussion of them which follows will indicate progress in making requirements either more rigid or more specific. Committee reports and commission interpretations are noted as they apply, and salient points of difference between associations are given prominence. Comment is made on the standards for colleges adopted by the New England Association of Colleges

and Secondary Schools. But because these standards have not yet been made the basis of an accredited list, they are not given in the parallel presentation of the standards.

To grasp fully the spirit and letter of these sets of standards one would have to be a member of each accrediting commission, for much is bound up in customs and understandings. While one assumes that language in the standards is used with great care, he must not make too sharp distinctions between phrasing. Many times such words as "shall" and "should" seem to be used interchangeably. Instances occur, too, of poor proofreading or blind and inaccurate copying from one association to another. "Professional" has very evidently been substituted for "professorial" in two sets of standards. "Laboratories" was substituted for "lavatories" for three consecutive years in one set of standards, before the mistake was discovered and corrected.

While standards may be altered at any meeting, seasons of important revision are infrequent. The three associations which accredit teacher training institutions have made no change worth mentioning in their requirements since they first began to standardize this class of schools, except for the addition of the provision on athletics by the North Central Association in 1927. When one finds fifteen of the nineteen standards of the Southern Association for this class of institutions identical with those for standard colleges, he almost has the feeling that either there is small reason for keeping the two lists distinct, or there has been too much effort to mould the teacher training school to the image of the general college.

With the junior colleges standards have been more flexible. In 1924 the North Central Association made a general revision of its requirements, and some important additions. A few changes and additions at other times have also occurred. The Southern Association standards received one substantial revision in 1926, but practically no other alterations have taken place.

Standards for colleges and universities are oldest, and hence have undergone most amendment. The North Central Association engaged in a general overhaul in 1923, giving titles to the standards, and materially changing or amplifying all except one or two. Aside from the financial requirement these changes were hardly in the direction of greater severity. In its ten years of experience the Southern Association has added only two standards to its set for colleges, but it accepted marked modifications in 1920 and 1921. The Association of the Middle States and Maryland adopted a new set in 1923, but otherwise has made few changes. The Northwest Association accepted a new set in 1925.

### 1. Definition

When it began to accredit higher institutions in 1909, the North Central Association defined the standard Ameri-

can college as one with a curriculum of four years, organized on either of two principles:

(1) A unitary curriculum for those whose professional choice was deferred or whose professional plans suggested a broader general foundation.

(2) A curriculum to supplement and continue secondary education in its first two years, and to provide special, professional, or university training in its last two.

The first of these two ideas did not look strongly toward junior college organization, and was soon dropped. The second idea, constituting one of the early recognitions of the principle of the junior college, has been maintained to the present. Since 1923 it has been added that the college must be "legally authorized to give non-professional bachelor's degrees." This addition, practically identical with the brief definition of two other associations, was drawn from a conference on standardizing and accrediting colleges, held under the auspices of the American Council on Education. The copying of the definition was so uncritical that the Northwest Association and that of the Middle States and Maryland mentioned in their definition a "committee", when it should have read "commission."

Only two associations have framed a definition of the junior college. The distinction between them lies mainly in the greater flexibility of that of the Northwest Association. The latter suggests that we do not yet know what form the junior college is to take, but reflects the two-year upward extension of local public systems so familiar in the West.

The three associations which have attempted to deal with the teacher training school have differed little in their conception of this institution. All desire the work to be of collegiate grade, though the North Central Association admits courses of secondary grade where necessary for rural teachers. The Northwest Association probably means the same thing, but does not put it exactly so.

## 2. Admission

Quantitative requirements for admission to all types of higher institution center around fifteen standard units in the North Central Association, while the sister associations flanking it east and west, as well as the New England Association of Colleges and Secondary Schools, emphasize completion of a four-year course, though in the teacher training institution of the Northwest Association it is merely "four years of work." The Southern Association combines the fifteen units with the completion of the four-year course. This is in fact hardly an additional requirement.

Two of the Associations have progressively developed their standards along this line. The Southern Association began with fifteen units for standard colleges, with two conditions allowed, but since 1921 the reference to conditions has been omitted. For the first ten years of its work the North Central Association contented itself with a minimum entrance requirement of fourteen standard units, but in 1919 this was increased to fifteen, and has so continued. No statement has ever been made by this Association as to the right to admit conditioned students, though in 1914 the Commission on Institutions of Higher Education recommended that the standard be extended to prohibit the admission of any student with less than fourteen units. The Association proved unwilling to go even that distance, and the Commission has to exert its influence merely by calling attention in its reports to schools which in its judgment have an excessive number of conditioned freshmen.

The Northwest and North Central associations have similar provisions concerning the cataloguing of special or unclassified students in the teachers colleges, whose standard of admission has apparently been a bit more lax. For some years the Southern Association required regular and special students to be printed separately in the catalogue of the standard college, but this is no longer adjudged necessary.

All the associations admit an "equivalent" of the entrance requirements described above. The Southern Association alone mentions the examination as a means of establishing this equivalent, and presumably the others have the same thing in mind. The specific character of the units is not controlled further than by the general clause on correlation of entrance credit with the curriculum the student enters, originated by the Southern Association in 1921 and followed by the rest shortly after. The Southern Association applies this even to the teachers colleges, where its meaning is vague or *nil*.

The slight difference between "must" and "should" applying to standard colleges and junior colleges in the North Central Association is probably a mere accident of phrasing, as there seems to be no other reason for the distinction.

## 3. Proportion of Regular Students

Special and unclassified are designed to be limited by the Southern Association to 25% of the student body in two classes of institutions, while the Northwest Association aims a shot at secondary work in the teachers college.

## 4. Graduation

The North Central Association long set for standard colleges the simple, undefined graduation requirement of one hundred twenty semester hours. The Northwest Association followed this example. The Association of the Middle States and Maryland began with a basis of four college years of not less than thirty-four weeks of actual work each, with fifteen full periods of academic work per week. The Southern Association simultaneously set up the same requirement, but specified class periods of sixty minutes. Out of this confusion came the present standard of the Southern Association in 1921, with the Association of the Middle States and Maryland and the North Central Association following in 1923, and the Northwest Association in 1925. The North Central is the only one to define the semester hour, that being attended to under

the definition of the junior college. Graduation from the standard college is now governed very similarly in all five associations.

For the junior college sixty semester hours is the minimum for three associations, though the Southern does not mention qualitative requirements. The position of the North Central is inferred from its definition of the junior college and its organization.

For the teachers college a flexible standard is set by two associations, ranging from sixty to 120 semester hours. The Southern Association does not mention graduation on less than 120 hours, and recommends qualitative requirements, as well as a certain balance between professional and academic credits.

### 5. Degrees

Only the Southern Association has dealt with the number or nature of degrees, and the competency of the institution to do graduate work. The South, however, is not the only section in need of some curb to small institutions of large ambitions, and with educational facilities inversely proportional to their advertising programs. Under Standard 4 the Southern Association manifests the expectation that teacher training colleges will grant general liberal arts degrees as well as degrees in education.

### 6. Size of Faculty and Scope of Instruction

At first the North Central Association did not attempt to deal with this matter at all, but after 1912 it compelled every standard college to maintain not less than eight distinct departments in liberal arts, each with at least one instructor giving full time to college work. The Southern Association recommended the same in its first set of standards for colleges in 1919, and required it in 1920. In 1921 it adopted its present standard, and has been rather closely copied by all the rest except the New England body. The North Central is perhaps more rigid in absolutely requiring the eight depart-

ments, but it is less rigid with reference to ratio of faculty to students, with two hundred substituted for one hundred. The tentative standard of the New England Association, irrespective of the size of the college of liberal arts, advises

... a faculty so large that the ratio of the number of students to the number of faculty members above the grade of assistant shall not exceed 20 to 1.

and holds for eight departments with the full time of one professor each.

In relation to the junior college, the Association of the Middle States and Maryland is not specific. The Northwest Association adds to an indefinite statement a minimum of five departments, without regard to size of faculty. The Southern Association is clear as to both number of departments and size of staff. At first it required the five instructors to give full time to college work, but in 1926 relaxed it to "the major part of their time."

For teachers colleges the two associations expressing a policy accept as few as eight instructors, but the ratio of instructors to students is much larger in the Northwest Association. A possible ratio of as low as 1:25 in the South is very lax for a higher institution.

### 7. Size of Institution

The North Central Association alone limits the size of a standard college. Since 1918 it has denied approval to any college with less than a hundred if offering a four-year course. For the past six years it has promised to drop an accredited college which falls below that figure for more than one year. Stress on the proportion of students in the third and fourth years means that what are virtually junior colleges are to be discouraged from dissipating their energies on a four-year program.

Fifty or sixty is the minimum registration of an acceptable junior college. The North Central Association once had the lower figure, but raised it to sixty in 1923. The proportion to be retained in the second-year class is set by the North Central at a third. The North-

west Association provides for schools which have developed only one year of junior college, and the North Central did the same from 1918 to 1923, when junior colleges were younger and less certain of their organization.

The minimum enrollment of a standard teachers college varies from eighty to a hundred.

### 8. Training of the Faculty

This standard seems to have been adapted with considerable care to the three classes of institutions, barring the fact that the Southern Association has tried to set the same requirements for teachers colleges and standard colleges. For standard colleges the general trend is highest, with two years of graduate study for persons of professorial rank, and the doctor's degree for department heads. For junior colleges there is unanimous agreement on one year of graduate preparation. Omitting the higher recommendations made by the Southern Association, the other two associations accrediting teachers colleges stand for the equivalent of the master's degree. However, the standards apply to all instructors in junior colleges and teachers colleges (except as noted in parentheses), while the standard for regular colleges and universities does not touch instructors of less than professorial rank. This relieves a situation of possible embarrassment over graduate assistants in standard colleges. The original North Central standard, slightly altered from 1909 to 1923, applied to "all instructors", and set the master's degree, with the suggestion that the doctor's degree is "usually necessary". The Southern Association began in 1919 with a faculty composed entirely of college graduates, and the master's degree for departmental heads, but in 1920 and 1921 this was raised to the present level.

The "equivalent" is so frequently mentioned in the standards for faculty training that one can understand why in the triennial reports of standard colleges to the North Central Association in 1928 it was found that one instructor in forty lacked the bachelor's degree, one pro-

fessor in eight lacked even the equivalent of the master's degree, and half the heads of departments were without the doctor's degree or its equivalent. The difficulty of defining the "equivalent" is bound to lead to unsatisfactory reports on general faculty status. The services of the "equivalent" are various. It permits graduates of schools outside the association's territory to be accepted; it recognizes that in some lines of study certain degrees are not generally conferred; it sanctions the employment of able foreigners from institutions whose systems of degrees do not resemble our own; and it allows valuable field experience to count on qualifications in teachers colleges. No mention is made of the non-retroactive principle, but it doubtless has often been invoked under the guise of an "equivalent."

The attitude on research is mentioned only in the North Central standards, and omitted there in relation to the junior college. It is more justified in junior college standards than elsewhere, but its absence is not likely to lead to abuse. It may be of interest that the North Central standard from 1909 to 1914 read:

An instructor's success is to be determined by the efficiency of his teaching and not by his research work.

Since all associations now speak of study in a "recognized graduate school," a definition becomes of importance. The Southern Association since 1921 has ruled against the acceptance of honorary degrees to qualify as approved instructors. The North Central Association received and approved in 1928 a report from a committee on graduate degrees. It set up for graduate study in any subject an undergraduate prerequisite of eighteen hours in courses not open to freshmen, and twenty-four in courses including those open to freshmen. It deplored the discarding of the thesis requirement and the final oral examination for the master's degree, and the granting of the degree on summer work only. It advised that only institutions belonging to the Association of American Universities attempt to offer the doctor's degree.

No requirement of professional work, comparable to that laid upon approved secondary teachers, has ever been established for college instructors. In the North Central Association it has frequently been suggested that college teaching is very faulty, and that "sauce for the goose is sauce for the gander." A committee was finally appointed by that body in 1924 to study the question. In 1927 it reported general indifference to professional study in the graduate schools, and general distrust of its value by college administrators, but an admitted appreciation of its worth by many college teachers. The recommendation was against the imposition of an objective standard of professional credits for college instructors, but it was felt that a continuing committee might conduct valuable propaganda.

Special graduate training "in their respective fields of teaching" is a standard in all associations for professors in standard colleges. All three associations wish "special training" for teachers college instructors. And the Southern Association very consistently recommends that the same principle be followed in assigning junior college teachers.

### 9. The Teaching Load

Two principle factors are involved—the number of periods of service, and the size of classes. Secondary standards have often sought to combine them into one figure, based on student class hours. Higher institutional standards have not attempted that combination.

The first two sentences of the present North Central standard were found in the original standards of 1909. Within the next two or three years a maximum of eighteen hours per week was established, with fifteen recommended, and this was tried out for ten years. This was copied by the Southern Association when it first faced the problem, but the latter organization subsequently revised its standard to an absolute limit of fifteen hours per week, with two hours of laboratory estimated as equivalent to one recitation hour. Then about 1922, in

the general upheaval of standards, all associations accepted a standard which places no absolute limit on any single instructor, but does make sixteen hours per week the danger line. The Southern Association is probably more lax with the equation still holding between two laboratory hours and one recitation hour. The New England Association joins the North Central Association in recognizing the principle that periods of service depend on the field of teaching, but it indicates a maximum of eighteen hours per week. Assignments to part-time or extension classes are included in estimating load by both North Central and New England associations.

The teaching load of junior college instructors was first set by the North Central Association in 1918 at twenty-two hours if occupied with secondary and junior college classes, and eighteen for persons wholly occupied with junior college teaching, with fifteen recommended as the maximum. The Northwest Association took over most of this standard and still abides by it, but the North Central by reducing its limit to eighteen in any case strongly discourages the mixing of secondary with junior college teaching. The Southern Association started off courageously with an absolute limit of sixteen hours per week, but later raised it to eighteen if part duty is secondary teaching. That association says nothing about laboratory work, but the expression "credit hours" is suggestive of some allowance. The Association of the Middle States and Maryland believes that if a general danger line is best for standard colleges, it is best for junior colleges also.

For teachers colleges the North Central and Northwest associations admit laboratory work in reaching a total. The North Central does not state how it is to be calculated, but the Northwest Association is specific.

### 10. Size of Classes

In its early standards, though not in the original set, the North Central Association advised a limit of thirty for recitation and laboratory classes. The

Southern Association started with the same formula, adding "A smaller number is desirable." Then came the post-war rush to the colleges. The undesirability and impossibility of the flat general maximum was conceded. In 1921 the Southern Association adopted its present standard, and sister associations followed. The New England standard is couched differently, but in essence it is the same.

In junior colleges and teachers colleges practically the same standard exists, with the Southern Association making additional recommendations, and endeavoring to assure proper laboratory facilities for the section reporting.

### 11. Financial Support

Financial support, first mentioned by North Central standards in 1912, was, for standard colleges, placed at an annual income of \$100,000 for a tax-supported institution, and a productive endowment of \$200,000 for other schools. This wide discrimination in favor of the private institution, partly justified by the considerably higher tuition fees it collects, was reduced when in 1918 the requirement of the tax-supported institution was cut to \$50,000 per year.

The Association lifted the financial requirement from public institutions in 1923, but for others the decreased purchasing power of the dollar necessitated plans for increased endowment. Hence the productive endowment required was raised from \$200,000 to \$300,000 in 1923, to \$400,000 in 1924, and to \$500,000 in 1925, with additional amounts for enrollment above two hundred, in accordance with the present standard.

Great pressure has been felt by many in reaching these increased minima. Some believed it unfair to relieve public institutions of financial requirements on the assumption that their tax income is sufficient and assured, when private institutions receive no credit for denominational contributions regularly received for many years. This caused the Commission on Institutions of Higher Education to adopt an interpretation in 1925,

which was added to the standards in 1929, permitting the regular income from religious corporations to be capitalized at 5% and applied on the endowment requirement in excess of \$300,000.

The Southern Association began to deal with the approved college on the basis of an annual income of \$50,000 for the public institution, and a productive endowment of \$300,000 for schools not supported by taxation. In 1920 the \$300,000 was raised to \$500,000. While the standard is unchanged, the difficulties already described in North Central territory arose in the South, and the Southern Commission on Institutions of Higher Education in 1924 adopted a ruling that would accept \$10,000 per annum of support guaranteed by responsible church bodies in lieu of part of the endowment. That amount capitalized at 5% reduces the remaining endowment to \$300,000, the figure maintained by the North Central Association.

The Association of the Middle States and Maryland at first declared for a minimum endowment of \$500,000 for standard colleges, but permitted appropriations to public institutions, and "contributed services" in other institutions, to be substituted for endowment. In 1922 this standard was replaced by the present one, which places all on the basis of an annual operating income. The Northwest Association has copied this plan. Three of the four associations hint at larger support for a larger program, but the North Central makes it objective on the basis of enrollment.

The tentative standards of the New England Association are vastly higher than those of any other body. They state that

The income from endowment, or other sources, exclusive of student fees, should be at least \$75,000.

The financial support of the junior college is remarkably uniform from one association to another, save for the smaller income in the Northwest Association. Prior to 1925 the North Central required only \$6,000 to come from stable sources other than students' fees, though the total income still was \$20,000.

Public support can replace all endowment for an approved junior college in any association at present, but the Southern Association makes operative from its meeting of 1929 an endowment of not less than \$100,000.

The financial standard for teachers colleges is closely modeled after that for the standard college, except in the North Central Association, where theoretically a college of one hundred, the minimum size, could be approved on the scanty income of \$15,000.

### 12. Salaries

The crying need of better remuneration in some colleges led to a recommendation in the first set of standards of the Southern Association, that the salary of a full professor be not less than \$2,000. The rising cost of living caused this to be raised to \$2,500 for 1921-22, and to \$3,000 in 1923-24. To prevent the inclusion of summer service under this figure, the recommendation of 1927 specified \$3,000 for nine months. For junior colleges the statement is only general, but for teachers colleges it again approximates that for standard colleges, recognizing, however, that many teachers colleges make an annual contract for the year and one summer session.

The Association of the Middle States and Maryland was the only other association ever to refer to salaries in its standards. It mentioned them in very general terms in its standards for colleges in 1919, but dropped the reference in the revision of 1923.

### 13. Library and Laboratories

Both the North Central Association and the Association of the Middle States and Maryland early had indefinite standards on the library and laboratories of standard colleges. But in 1923 they took their present position. Meanwhile, in 1919, the Southern Association had recommended a library of at least 7,000 volumes exclusive of periodicals and public documents. In 1920 the size was increased to 10,000 volumes, but this was too strong, and in 1921 the present more moderate standard was

approved. The New England Association uses about the same language as the others. The North Central alone ventures to suggest the proper appropriation for additions.

The first definite provision for the library of the junior college was furnished by the Southern Association in 1923—2,500 volumes exclusive of public documents—and a definite annual appropriation. In 1926 the figure of \$500 was adopted for each year. The North Central Association in 1924 had replaced its earlier general provision with the one it now supports. The other associations, east and west, have taken no significant stand.

For teachers colleges provisions are general, except for the level set by the Southern Association.

In respect to laboratories for any class of institution little seems to have been accomplished, though the Southern Association has seen the propriety of calling for an annual appropriation just as in the case of the library. The same association cautions junior colleges against undue extension of their program, and stands for facilities for individual instruction in the junior college laboratory.

### 14. Plant

Little is found here to excite comment. There are two types of provision. The one utilized by the North Central and Southern associations is drawn from a still earlier secondary standard. The North Central Association applied this standard to standard colleges for about ten years, then discontinued it.

The other three associations copied closely a regulation framed by the American Council on Education, except that when it came to teachers colleges the Northwest Association took the form adopted by the North Central Association for teachers colleges.

### 15. Separation of College and Secondary Classes

The practice of keeping a secondary school in connection with the college

and mixing the classes was prevalent in the South, and the legislation against it there was early decided upon. The North Central standard on this point is somewhat younger. The purpose of these measures is to recognize only those colleges strong enough to survive without offering secondary work to keep the faculty busy or to serve as a "feeder" of college enrollment. The way still is perfectly open to organize under college auspices secondary training schools for teachers.

For several years the North Central Association had a regulation that junior college students registered in high school classes should not be accorded more than two-thirds the usual credit given the high school student enrolled. But this was really in conflict with organization of the junior college on a college basis, and was struck out some years ago. The refusal of the Southern Association to accredit a junior college unless its affiliated high school is also accredited, has given much trouble in enforcement. The North Central Association tried the same principle from 1918 to 1923, but ultimately abandoned it. The Northwest Association, as might be surmised from its definition of a junior college, takes no position on this question.

The definition of the teachers college by two associations would prevent them from attempting to cut away from these colleges all secondary work.

#### 16. General Efficiency

Here one encounters again an adaptation of an early regulation for accredited secondary schools. The North Central Association has changed its form very little in twenty years of application to the accredited college, but has, in common with the Southern Association, regarded it as one of the most basic of its entire set of standards. Since 1926 it has been given an athletic application, which is entered in this study under Standard 19.

The Southern Association started with the same standard, but has inserted at different times "the soundness of scholarship" and "the character of publicity."

In 1925 some evidence was adduced to indicate lack of freedom in study and teaching in some of the institutions, and it was agreed that in future this standard would cover that point.

The Southern Association made this standard effective for junior colleges in 1923, but the North Central did nothing with it until 1929.

#### 17. Preparation of Students for Advanced Study

Practically without change this standard of the North Central Association has stood from the day it began to standardize colleges. The Southern Association also began with an equivalent provision, but since 1920 has held in addition that the records of graduates of member schools continuing their study must be filed on demand. The other two associations covered this point under Standard 16. The New England Association mentions it too.

#### 18. Professional and Technical Departments

For ten years the North Central and Southern associations have tried to accredit institutions as units, wholly or not at all. Neither has developed standards to apply to professional or technical departments, yet both have actually approved some technical schools having no liberal arts department.

#### 19. Extra-Curricular Activities

So much has been written and said about high school and college athletics that it is hardly fair to pass over this point without some attempt to deal historically with action and effort in this direction. All action has been confined to the North Central and Southern Associations. At several meetings in the first fifteen years of the Association of the Middle States and Maryland athletics in some form was discussed. In 1904 a resolution

That the Executive Committee be requested to consider the question of athletics (especially football) with authority to appoint a special committee to investigate the subject was laid on the table.

Athletics was first discussed in the North Central Association in 1902, the subjects being "The Uses of Football," and "The Use and Abuse of Interscholastic Athletics." At that meeting a committee was appointed to consider both intercollegiate and interscholastic contests, and to formulate uniform rules for their conduct. This committee reported in 1903 in favor of athletic associations in each school, with an executive committee, on which should be two faculty members. The size of the committee was not specified. Eligibility of contestants was taken up. The requirements were set at enrollment four weeks in advance of participation, passing grades in twelve hours of work per week at the time of participation, and amateur status. Four years of competition and an age limit of twenty-four was set for secondary athletics. Certification of contestants a week in advance of all contests, and the lodgement of protests not less than three days before the game were to be required. The report seems to have referred mostly to college athletics, but it was not clear on that point. In the interest of the great body of students it was recommended that secondary schools with a gymnasium and facilities for physical instruction give one-fourth unit a year for such work, but the Commission on Accredited Schools voted its disapproval of the idea of credit.

In 1904 the committee amended its report of the previous year to take care of students who enrolled at the very beginning of the term, though not four weeks before a contest, and added a recommendation of a year's residence before participation

- (1) at the beginning of the secondary, college, or graduate period.
- (2) always after a change of institutions.

In 1905 the athletic policy was slightly revised as to eligibility of contestants, who must be amateurs, and *bona fide* students for at least a year before the contest, carrying full work and passing in all of it. For secondary participation,

in addition, a contestant must be not over twenty years of age, an undergraduate, and a participant not more than four years in secondary school contests. Professional coaches paid by student associations or outsiders were discounted in favor of regular faculty members as coaches. In 1906 a long report was offered, carrying much of the action of other western bodies as a result of the athletic turmoil of that time affecting football particularly.

In 1907 the athletic committee reported much progress in the formation of secondary and college associations for athletic control, and suggested that it be discharged. But it was continued, and to it were referred, in 1909, resolutions declaring against advertising, commercialism, and professionalism, and for faculty control. In 1910, however, its request to be discharged was granted, and two committees of five each were then appointed, one on intercollegiate athletics, and one on interscholastic athletics. In 1911 both made reports, and were continued, but their proposed resolutions of somewhat harmless appearance were laid on the table. All of this action preceding should be understood as advisory to members, not binding.

After a long period of quiet a "Committee on Athletics" reported in 1926 to the North Central Association that it was cooperating with the Carnegie Foundation. In 1927 this committee made a preliminary report, which it took occasion to submit to college and university members during the following year for suggestions. On the basis of responses from about 40%, it offered a set of interpretations in 1928, and these were adopted by the Commission on Higher Institutions. They held that athletic activities and standards which do not contribute to the "academic, health, and character interests of student bodies" must be changed. All institutions must either join some accredited athletic conference, or conform to the following:

- (1) Final control of athletic policy to rest with the faculty or its representatives.

(2) No discrimination for or against athletics in academic requirements, granting of scholarships, or securing of remunerative employment.

(3) No direct or indirect financial aid to athletes in return for their services.

(4) Coaches to be regular faculty members, receiving a salary and enjoying a tenure similar to that of other faculty members.

(5) All athletic funds to be handled or disbursed by the institution.

(6) Time and attention given to athletics to be limited reasonably by the faculty.

The actual standard of the North Central Association was adopted in 1926, and was the ground for dropping one university from the approved list in 1928.<sup>1</sup>

Turning now to the Southern Association, a paper was presented at its meeting in 1905 on the value and administration of interscholastic athletics, and the next year one was given on the collegiate athletic situation. Not for sixteen years did the Association turn its attention again to this matter, but in 1921 an address on "Intercollegiate Athletics and the College Faculty" was followed by the adoption of nearly all of the present Standard 19 (of this study) and the appointment of a committee to conduct a sweeping investigation of athletics in the colleges of the Association.

The committee was financially enabled to carry out its plans by the aid of the Carnegie Foundation. An extensive questionnaire went to Southern schools, both members and non-members of the Association. It covered athletic and financial control, the coaching system, betting, summer baseball, and entrance requirements, college standing, eligibility and absence, as these matters were related to athletes. A blank was sought for each athlete of the current year as

to scholastic work and satisfaction of entrance requirements. No personal investigations were made. It was said by an officer of the Association that the revelations of the inquiry kept some colleges from joining the body, and almost resulted in the expulsion of one member.<sup>1</sup>

The committee recommended that the standard on athletics be made more specific as to faculty control, elimination of the "special" student from athletic participation, abolition of the seasonal coach in favor of a full-time coach recognized as a member of the faculty, prohibition of scouting, reduction of athletic expenditures to a commensurate figure, and regulation of the amount of time devoted to athletics by limitation of number of games and practice periods. The Association approved the report, continued the committee, added to Standard 19 the last clause of the paragraph on *Athletics*, and instructed the Commission on Secondary Schools to take up the investigation in its field.<sup>2</sup>

In 1923 the committee on athletics made another extensive report, presenting data on salaries of athletic coaches, part-time and full-time. Nine schools paid head football coaches as much as, or more than, their presidents. That same year the Commission on Institutions of Higher Education reported that one institution of much athletic fame had failed consecutively to meet the standard on athletics, and recommended that it be dropped. The matter was referred to the Executive Committee for further investigation, and the school was exonerated.

<sup>1</sup>President Blackwell, before the Association of Colleges and Secondary Schools of the Middle States and Maryland, November 28, 1924.

<sup>2</sup>In 1924 the Commission on Secondary Schools reported that in normal schools abuses were not very evident, while in high schools the situation was perhaps less satisfactory. Its data followed the lines of those collected on the colleges. In 1925 it made twelve recommendations, but no action was indicated. In 1927 the Commission entertained a motion that all interscholastic games be played at such hours as would not cause pupils to miss recitations, but the motion was tabled.

<sup>1</sup>Interest may now turn in another direction. In 1929 the Secondary Commission of the North Central Association appointed a committee to report what control the Association may properly attempt in regard to the athletic situation in accredited high schools.

The 1924 report of the committee on athletics in higher institutions brought out little that was new. The salary of the coach, the evils of commercialism in athletics, and the domination of the athletic situation by alumni, to the point where several presidents of the more prominent schools would not answer a questionnaire, were pointed out. Limitation of interscholastic football, with less intensive training, fewer contests and fewer long trips, were recommended. The trouble seemed to center almost entirely around football.

In 1925 drastic interpretations of the athletic standards for approved institutions were suddenly adopted, prohibiting the following:

(1) Athletic drill and practice more than two hours per day during the school term.

(2) Participation in competitive sports by any student whose scholarship the preceding term was under 85.

(3) Absence of athletic teams from the campus over five days during any term or athletic season.

(4) Absence of freshmen teams from the campus more than once each term or athletic season.

(5) Failure to belong to an athletic conference of related institutions.

In 1926 these interpretations were just as suddenly withdrawn, with the statement that "It has not been and will not be the policy of the Association to lose itself in minute rules and regulations." It was suggested that to enter that field would possibly result in conflict sooner or later with the various athletic conferences, and that those associations should "regulate sport through specific enactments."

Standard 19 was adopted for teacher training institutions from the date of their first accreditation in 1925, but has not been applied to junior colleges so far as athletics is concerned. In 1928 the Association did decide that the athletic standard could be satisfied only when an institution affiliated itself with some recognized athletic conference.

## 20. Practice Teaching and Observation in Teachers Colleges

It is evident that all associations are interested in the training school, particularly the Northwest Association. One of the norms this organization sets is an enrollment of pupils in the training department four times the annual number of graduates from the institution. This may be considered approximately twice as exacting as the standard of the American Association of Teachers Colleges, which holds for thirty pupils in the training school for each eighteen student teachers in the course of the year. Again, the Northwest Association favors not less than 180 sixty-minute hours of observation and practice, as against ninety hours prescribed by the American Association of Teachers Colleges.

A third norm of the Northwest Association is a training school staff—numbering not less than one-third the entire faculty of the institution, and (excepting teachers whose full time goes to instructing elementary and secondary students) possessing the same degree of preparation as other members of the faculty. The American Association of Teachers Colleges does not mention size of training school faculty, but with a liberal time allowance to persons already in service it anticipates bringing the staff of the training school in a few years to the approximate level in preparation of the staff of the college department.

## 21. Transfer of Credits Between Accredited Institutions

Students of the transfer problem in higher education recognize here a difficulty of long standing. Serious limitations are set by law, medicine, engineering, and liberal arts on the amount of credit which may be transferred from one curriculum to another. The Northwest Association takes strong ground on this, and one which liberal arts colleges have good right to question, unless the curriculum be guarded against an over-emphasis of the professional element, as appears in Standard 4,

*Graduation*, at the hands of the Southern Association.

\* \* \* \* \*

While it may be better termed a "policy" than a "standard", the custom of the associations with reference to reports and inspections is of importance. The universal procedure of all now seems to be to refuse approval without inspection by an authorized agent of the

association. While such a provision is omitted by the North Central Association with regard to teachers colleges, and by the Northwest Association with regard to junior colleges, these are oversights, and do not reflect any variation in practice. Full triennial reports are collected in the North Central and Southern associations on all institutions desiring a place on the lists.

## IV. Current Standards for Secondary Schools

### North Central Association

### Southern Association

#### 1. DEFINITION OF THE UNIT

A unit course of study in a secondary school is defined as a course covering an academic year that shall include in the aggregate not less than the equivalent of one hundred twenty sixty-minute hours of classroom work—two hours of shop or laboratory work being equivalent to one hour of prepared classroom work.

A unit represents a year's study in any subject in a secondary school constituting approximately a quarter of a full year's work.

#### 2. GRADUATION

Three-year high schools must require a minimum of eleven units for graduation. Other high schools must require a minimum of fifteen units for graduation; these units to be earned in grades 9, 10, 11, and 12.

No school shall be accredited which does not require for graduation the completion of a four-year high school course of study embracing sixteen units as defined by this Association.

#### 3. LENGTH OF YEAR

The school year shall consist of a minimum of thirty-six weeks.

(Not mentioned in standards but a ruling exists.)

#### 4. LENGTH OF CLASS HOUR

The minimum length of a recitation period shall be forty minutes, exclusive of all time used in changing of classes or teachers.

(Not mentioned in standards, but a ruling exists.)

#### 5. SIZE OF STAFF

No new school will be enrolled which employs less than five full-time teachers, or the equivalent, four of whom, or the equivalent, must be full-time teachers of academic subjects.

The Commission will decline to consider any school whose teaching force consists of fewer than four teachers giving their full time to high school instruction.

## IV. Current Standards for Secondary Schools

### Association of Middle States and Maryland

### Northwest Association

#### 1. DEFINITION OF THE UNIT

A unit is defined as a year's work in one subject requiring approximately one-fourth of the student's time. It includes in the aggregate not less than one hundred twenty sixty-minute hours of prepared classroom work.

A unit course of study in a secondary school is defined as a course covering an academic year of not less than 36 weeks that shall include in the aggregate not less than the equivalent of one hundred and twenty sixty-minute hours of classroom work, two hours of manual training or laboratory work being equivalent to one hour of classroom work.

#### 2. GRADUATION

A school to be accredited shall require for graduation the completion of a four-year secondary school course covering fifteen units.

The Association will accredit high schools organized on the 10-12 or 9-12 grade plan. Three-year high schools shall indicate what provision is made in the city system for junior high school organization. The minimum graduation requirements of three and four year high schools shall be respectively eleven and fifteen units.

#### 3. LENGTH OF YEAR

The Association recommends a school year consisting of thirty-six weeks. Exceptions to this standard will be allowed only under the conditions cited in Standard 2.

. . . . . an academic year of not less than 36 weeks . . . . .

#### 4. LENGTH OF CLASS HOUR

The minimum length of a recitation period shall be forty minutes exclusive of time used in the changing of classes or teachers.

#### 5. SIZE OF STAFF

The Association will hold that a sufficient number of qualified teachers must be provided to care adequately for all instruction offered. No school will hereafter be placed on the accredited list until positive evidence is presented that for at least three years immediately preceding the application, a staff equivalent to four full-time teachers has been maintained.

The Association will decline to consider any school whose teaching force consists of fewer than four teachers of academic subjects exclusive of the superintendent.

## North Central Association

## Southern Association

## 6. PROGRAM OF STUDIES

It further *recommends* the introduction of vocational subjects such as agriculture, manual training, household economics, and commercial subjects into schools where local conditions render such introduction feasible. The Association will hold that a sufficient number of qualified teachers must be provided to care adequately for all instruction offered.

Where local conditions warrant the introduction of vocational subjects, such as agriculture, manual training, household arts, and commercial subjects, the Commission will hold that a sufficient number of teachers must be employed and proper equipment added to provide adequately for such instruction.

## 7. PUPIL LOAD

Four unit courses, or the equivalent in fractional unit courses as defined in Standard 4, shall be considered the normal amount of work carried for credit toward graduation by the average or medium student. Only such students as rank in ability in the upper 25% of the student body may be allowed to take more than four units for credit. A different practice in the school must be explained to the State Committee.

More than twenty periods per week should be discouraged.

## 8. PREPARATION OF TEACHERS

(a) The minimum attainments of a teacher of any academic subject, of the supervisors of teachers of such subjects, of the superintendent, and of the principal, shall be college work equivalent to graduation from a college belonging to the North Central Association of Colleges and Secondary Schools.

(b) The minimum professional training of a teacher of any academic subject, of the supervisors of teachers of such subjects, of the superintendent and of the principal, shall be fifteen semester hours in education.

Until professional courses are defined by the Association this Commission will accept as such only courses certified as education by the institution in which they are earned.

Requirements (a) and (b) shall not be construed as retroactive within the Association.

(c) All teachers of academic subjects in new schools, and all new teachers of academic subjects in accredited schools must teach in the fields of their major or minor specialization in college preparation. A minor is interpreted as consisting of a minimum of ten semester hours.

*(Continued on page 432)*

The minimum scholastic attainment required of the faculty of any accredited secondary school on the Southern list is that not less than 75% of the total number of teachers of academic subjects including the principal, teachers of Agriculture and Home Economics, should hold bachelor's degrees from a college approved by the Association.

Beginning with the school year 1927-28, all beginning teachers and principals shall have had not less than twelve (12) semester hours work in education.

**Association of Middle States  
and Maryland****Northwest Association****6. PROGRAM OF STUDIES**

The Association recommends that every accredited school offer units of work in English, Mathematics, Foreign Languages, Social and Natural Sciences, Practical and Fine Arts, and Physical Education. Vocational subjects should be offered where local conditions permit.

The association recommends the introduction of the so-called vocational subjects, such as agriculture, manual training, household arts, and commercial subjects into schools where local conditions render such instruction feasible, but the Commission will hold that a sufficient number of qualified teachers must be added to provide adequately for such instruction.

**7. PUPIL LOAD**

The normal pupil load shall be four unit courses yearly, exclusive of music, drawing, physical training, typewriting, and student activities. Where more than fifteen per cent of the pupils enrolled exceed this normal load, satisfactory explanation of the policy of the school in this regard must be made.

**8. PREPARATION OF TEACHERS**

The standard of preparation for a teacher of academic subjects shall be the completion of a four year's course in a college approved by this Association or in a college of equal rank. Due consideration shall be given to teachers with other than this preparation who have demonstrated their ability through successful experience, provided that at least three-fourths of the teachers of academic subjects meet the standards of preparation.

Teachers should have had professional training or should have had successful teaching experience.

All teachers of one or more academic subjects must satisfy the following requirements:

A. Graduation (bachelor or equivalent degree) from a college or university approved by the Northwest Association of Colleges and Secondary Schools, by a similar accrediting association, or by the educational authorities of the state in which the college is located.

B. The minimum professional training of teachers of any academic subject shall be fifteen semester hours in education. Such requirements shall not be construed as retroactive. (For the succeeding year the Commission will interpret courses in education as the same courses are interpreted by the colleges or universities offering them.)

These requirements apply to no teacher already employed in a Northwest Association high school so long as the teacher remains in the same city system. All academic teachers new to a school in any given year are required to conform to the standard. In case of violation the school will be warned and will be dropped the following year unless correction is made.

*(Continued on page 433)*

## North Central Association

*(Continued from page 430)*

No new school will be accredited when more than 20% of the teachers of academic subjects fail to meet these requirements, or when any teacher of academic subjects who has been in the school less than two years fails to meet such requirements.

The following are listed as academic subjects: English, mathematics, foreign languages, natural science, and social science. All other subjects will be considered as non-academic.

(d) In all emergency appointments during the school year in which teachers do not fully meet standards (a) and (b), the Commission will insist that these be temporary and for the remainder of the current year only. Such cases must be certified by the superintendent or principal, including a statement concerning the training, experience, salaries, and efficiency of such teachers.

## Southern Association

### 9. TEACHING LOAD

An average enrollment in the school in excess of thirty pupils per teacher shall be considered as a violation of this standard. For interpreting this standard the principal, vice-principals, study hall teachers, vocational advisers, librarians, and other supervisory officials may be counted as teachers for such portion of their time as they devote to the management of the high school. In addition, such clerks as aid in the administration of the high school may be counted on the basis of two full-time clerks for one full-time teacher.

The maximum teaching load of any teacher shall be 750 pupil-periods per week with not more than six daily recitations. The Commission will scrutinize with extreme care any school in which instructors teach as many as six daily periods.

All schools whose records show an excessive number of pupils per teacher, as based on the average number belonging, even though they may technically meet all other requirements, will be rejected. The Association recognizes thirty as a maximum.

In interpreting this standard a double period in laboratory, shop, or two periods of study-room supervision shall be counted as the equivalent of one recitation period.

### 10. RECORDS

Accurate and complete records of attendance and scholarship must be kept in such form as to be conveniently used and safely preserved.

### Association of Middle States and Maryland

### Northwest Association

*(Continued from page 431)*

A school applying for the first time may be accredited if at least 80% of the teachers of academic subjects fully meet the standard; the remaining 20% must all have been employed in the school not fewer than two years immediately preceding the time of application.

The term "academic subjects" includes work of the following departments: English, laboratory science, mathematics, foreign language, history and social science.

## 9. TEACHING LOAD

No school with an excessive number of pupils per teacher based on average attendance shall be accredited. The Association recommends thirty as a maximum.

The number of daily periods of classroom instruction for a teacher should not exceed five. A school requiring of any teacher more than six teaching periods a day or a daily teaching load of more than one hundred fifty pupil periods, must justify under Standard 2 the deviation from this standard.

In interpreting this standard a double period of laboratory work or of study room supervision may be counted as the equivalent of one period of teaching.

No school showing an excessive teacher load shall be accredited. The Association recommends that (1) the average daily attendance for October divided by the number of full-time teachers should give a quotient not greater than 25; (2) the number of daily classes taught per teacher should not exceed five; (3) the total number of students instructed by any teacher of academic subjects should not exceed 150 per day. The following are maximums and if exceeded in any particular constitute violations of this standard:

(1) Teacher-pupil 1:30.

(2) Six classes per teacher per day.

(3) 160 student hours per day for any academic teacher.

In determining the teacher pupil ratio the following may be included under the term "teachers" for such time as they give to high school work or management: principals, vice-principals, study hall teachers, vocational advisers, librarians, and supervising teachers.

## 10. RECORDS

Up-to-date records of attendance and scholarship shall be kept accurately and preserved safely.

## North Central Association

## Southern Association

## 11. SALARIES

No school shall hereafter be accredited whose salary schedule is not sufficient to command and retain teachers whose qualifications are such as required by this Association. The interpretation of this requirement shall be a matter of special responsibility for the State Committee.

The Commission recommends \$1,000 as the minimum salary for teachers.

## 12. LIBRARY AND LABORATORIES

The library and laboratory facilities must be adequate to meet the needs of instruction in all courses offered. The library shall be classified and catalogued, and an annual inventory should be made of laboratory and shop equipment.

The laboratory and library facilities shall be adequate for the needs of instruction in the courses taught. The library should have 500 volumes, exclusive of duplicates and government publications.

## 13. PLANT

The location and construction of the building, the lighting, heating and ventilation of the rooms, the nature of the lavatories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the laboratories, corridors, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

## 14. GENERAL EFFICIENCY

The efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral tone of a school and the co-operative attitude of the community are paramount factors, and therefore only schools that rank well in these particulars, as evidenced by rigid, thorough-going, sympathetic inspection, shall be considered eligible for the list.

The efficiency of instruction, the acquired habits of thought and speech, the general intellectual and moral tone of a school are paramount factors; and therefore only schools which rank well in these particulars, as evidenced by rigid, thorough-going, systematic inspection shall be considered eligible for the list . . . By the records made by the students in colleges, the character of a school's work shall be determined.

## 15. INTRA-STATE STANDING

The Association shall decline to consider any school unless such school is in the highest class of schools as officially listed by the properly constituted educational authorities of the state.

Schools on the Southern list must be in the highest list of schools as officially listed by the proper authorities of the state.

**Association of Middle States  
and Maryland****Northwest Association****11. SALARIES**

A school to be accereditd shall have a salary schedule which is sufficient to secure teachers with the foregoing qualifications.

**12. LIBRARY AND LABORATORIES**

The laboratory and library facilities shall be adequate to the needs of instruction in the subjects taught.

The laboratory and library facilities shall be adequate to the needs of instruction in the subjects taught.

**13. PLANT**

The location, construction and care of school buildings, and equipment shall be such as to insure hygienic conditions for both pupils and teachers.

The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the lavatories, corridors, closets, water supply, school furniture, apparatus and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

**14. GENERAL EFFICIENCY**

The efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral level of a school are paramount factors in determining its standing, and therefore only schools which rank high in these qualities as shown through systematic, competest, sympathetic inspection, or by achievement of their graduates in higher institutions, shall be considered eligible for accrediting. Exceptions to other standards, especially those on length of school year, unit value, and teaching load, will be made only when the school submits positive evidence that its work is efficient and satisfactory.

The efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral tone of a school are paramount factors and therefore only schools which rank well in these particulars, as evidenced by rigid, thorough-going, sympathetic inspection, shall be considered eligible for the list.

**15. INTRA-STATE STANDING**

No Standard

No Standard

## CURRENT STANDARDS OF HIGHER INSTITUTIONS

## North Central Association

## Southern Association

## I. DEFINITION

A standard American college, university or technological institution—designated as "college" in this statement of standards—is an institution:

- (a) which is legally authorized to give non-professional Bachelor's degrees;
- (b) which is organized definitely on the basis of the completion of a standard secondary school curriculum;
- (c) which organizes its curricula in such a way that the early years are a continuation of, and a supplement to the work of the secondary school and at least the last two years are shaped more or less distinctly in the direction of special, professional or graduate instruction.

A standard junior college is an institution of higher education with a curriculum covering two years of collegiate work (at least sixty semester hours, or the equivalent in year, term, or quarter credits) which is based upon and continues or supplements the work of secondary instruction as given in any accredited four-year high school. A semester hour is defined as one period of class-room work in lecture or recitation extending through not less than fifty minutes net or their equivalent per week for a period of eighteen weeks, two periods of laboratory work being counted as the equivalent of one hour of lecture or recitation.

The Standard American Institution Primarily for the Training of Teachers is a school with two-year, three-year, and four-year curricula designed to afford such general and professional education as will best fit students for specific teaching in American public schools, such curricula to be based upon a general education equivalent to at least that represented by graduation from a standard four-year high school. The work of the curriculum for such professional training of teachers, whether general or specific, shall comprise courses of collegiate grade only, provided that in sections of the country where conditions require, courses of secondary grade may be given for the purpose of preparing grade teachers for work in rural schools.

The Standard Teachers College is an institution with two-year, three-year, and four-year curricula designated to afford such general and professional education as will best fit students for teaching in elementary and secondary schools.

## CURRENT STANDARDS OF HIGHER INSTITUTIONS

Association of Middle States  
and Maryland

## Northwest Association

## I. DEFINITION

The term "college" as used below is understood to designate all institutions of higher education which grant non-professional bachelor's degrees. The committee recommends to the various regional and national standardizing agencies as constituting minimum requirements the following principles and standards in accrediting colleges.

The term "college" as used below is understood to designate all institutions of higher education which grant non-professional bachelor's degrees. The Committee recommends to the various regional and national standardizing agencies the following principles and standards which should be observed in accrediting colleges.

In defining standards for the Junior College the Committee had in mind an institution covering the first two years of college work. At the same time it is not unmindful of the fact that rarely is the Junior College confined to this form of organization; usually these two years of college work are united with two or more of high school work, or with preparatory classes, or with other collateral courses for teachers. Nor does it desire to ignore the possibility that Junior Colleges may offer also courses and curricula of college grade not now typically paralleled in the first two years of work in standard colleges and universities. For the present, however, the committee has not attempted to define more nearly these varying types, but has suggested as standards certain requirements pertaining largely, if not exclusively, to these two college years, believing these years to be the essential part of the work. The existence of these two years alone justifies the term "Junior College" and all attempts at standardization should proceed on the assumed identity of this work in scope and thoroughness with similar work done by the standard four-year college.

The standard American normal school or teachers college is a school of two-year, three-year, and four-year curricula designed to afford such general and professional education as will best fit students for teaching in American public schools, such curricula to be based upon a general education equivalent to at least that represented by graduation from a standard four-year high school. The work of any curriculum for such professional training of teachers, whether general or specific, shall comprise courses of collegiate grade only, provided that in sections of the country where conditions require, courses of secondary grade may be given for the purpose of preparing elementary teachers for work in certain schools.

## North Central Association

## Southern Association

## 2. ADMISSION

The college shall require for admission at least fifteen units of secondary work as defined by this Association, or the equivalent. These units must represent work done in a secondary school approved by a recognized accrediting agency or evidenced by the results of examinations. The major portion of units accepted for admission should be definitely correlated with the curriculum to which the student is admitted.

The junior college shall require for admission at least fifteen units of secondary work as defined by this Association, or the equivalent. These units must represent work done in a secondary school approved by a recognized accrediting agency or by the result of examinations. The major portion of the units accepted for admission must be definitely correlated with the curriculum to which the student is admitted.

Such schools shall require for admission not less than fifteen secondary units as defined by this Association. Students admitted with less than fifteen units shall be designated as special unclassified students.

The requirement for admission shall be the satisfactory completion of a four-year course of not less than fifteen units in a secondary school approved by a recognized accrediting agency, or in a secondary school that is a member of this Association, or the equivalent of such a course as shown by examination. The major portion of the secondary school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted. Any college of this Association may be called upon at any time for a record of all the students entering the freshman class, such record to contain the name of each student, his secondary school, method of admission, units offered in each subject, and total units accepted.

The requirement for admission shall be the satisfactory completion of a four-year course of not less than fifteen units in a secondary school that is approved by this Association, or by another recognized accrediting agency, or the equivalent of such a course as shown by examination. Any junior college in this Association may be called upon at any time for such a record of all the students entering the freshman class, such record to contain the name of each student, his secondary school, method of admission, units offered in each subject, and total units accepted.

(Identical with requirement for admission to standard college above.)

## 3. PROPORTION OF REGULAR STUDENTS

At least seventy-five per cent of the students in a college should be pursuing courses leading to baccalaureate degrees in arts and science. Soldier rehabilitation students should not be considered in the twenty-five per cent of irregular and special students at present.

At least seventy-five per cent of the students in a junior college shall be pursuing curricula leading to graduation.

### Association of Middle States and Maryland

### Northwest Association

#### 2. ADMISSION

A college should demand for admission the satisfactory completion of a four-year course in a secondary school approved by a recognized accrediting agency or the equivalent of such a course. The major portion of the secondary school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted.

A college should demand for admission the satisfactory completion of a four-year course in a secondary school approved by a recognized accrediting agency or the equivalent of such a course. The major portion of the secondary school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted.

The requirements for admission should be satisfactory completion of a four-year course in a secondary school, etc., (continuing as for admission to standard college above).

The requirement for admission should be the satisfactory completion of a four-year course in a secondary school, etc., (continuing as for admission to standard college above).

A normal school or teachers college should demand for admission the satisfactory completion of four years of work in a secondary school approved by a recognized accrediting agency, or the equivalent of such a course. Students admitted with less than this amount of preparation should be designated as special or unclassified students.

## North Central Association

## Southern Association

## 4. GRADUATION

The college shall require for graduation the completion of a minimum quantitative requirement of 120 semester hours of credit (or the equivalent in term hours, quarter hours, points, majors, or courses) with further scholastic qualitative requirements adapted by each institution to its conditions.

The work of the junior college shall be organized on a college, as distinguished from high school, basis, so as to secure equivalency in prerequisites, scope and thoroughness to the work done in the first two years of a standard college as defined by this Association.

Such schools shall require not less than sixty semester hours for graduation, and not less than 120 semester hours or equivalent credit for any degree.

The college should demand for graduation the completion of a minimum quantitative requirement of 120 semester hours of credit (or the equivalent in term hours, quarter hours, points, majors or courses) with further scholastic qualitative requirements adapted by each institution to its conditions.

The minimum requirement for graduation shall be sixty semester hours of credit.

The teachers college should require for the general arts and science degrees, and for the bachelor's degree in education the completion of a minimum quantitative requirement of 120 semester hours of credit (or the equivalent in term hours, quarter hours, points, majors, or courses), with further qualitative requirements adapted by each institution, to its conditions. Not more than one-fourth of the credits required for graduation should represent professional subjects. All subjects offered for degrees in four-year courses for general or professional degrees shall be of collegiate grade.

## 5. DEGREES

## No Standard

The conferring of a multiplicity of degrees is discouraged. Small institutions should confine themselves to one or two. When more than one baccalaureate degree is offered, all should be equal in requirements for admission and for graduation. Institutions of limited resources and inadequate facilities for graduate work should confine themselves to strictly undergraduate courses.

Junior colleges shall not grant degrees.

### Association of Middle States and Maryland

### Northwest Association

The students of college grade should constitute at least ninety per cent of the total enrollment of the institution (exclusive of the pupils enrolled in the training department).

#### 4. GRADUATION

A college should require for graduation the completion of a minimum quantitative requirement of 120 semester hours of credit (or the equivalent in term hours, quarter hours, points, majors, or courses), with further scholastic qualitative requirements adapted by each institution to its conditions.

Requirements for graduation should be based on the satisfactory completion of thirty year hours or sixty semester hours of work corresponding in grade to that given in the freshmen and sophomore years of standard colleges and universities. In addition to the above quantitative requirements, each institution should adopt qualitative standards suited to its individual conditions.

A college should demand for graduation the completion of a minimum quantitative requirement of 120 semester hours of credit (or the equivalent in term hours, points, majors, or courses), with further scholastic qualitative requirements adapted by each institution to its conditions.

Requirements for graduation must be based on the satisfactory completion of thirty year hours or sixty semester hours of work corresponding in grade to that given in the freshman and sophomore years of standard colleges or universities. In addition to the above quantitative requirements each institution should adopt other qualitative standards suited to its individual conditions.

A normal school or teachers college should require for graduation the completion of a minimum quantitative requirement of at least sixty semester hours and for the baccalaureate degree the completion of a minimum quantitative requirement of at least 120 semester hours of credit.

#### 5. DEGREES

No Standard

No Standard

## North Central Association

## Southern Association

(Identical with requirement for standard college above.)

## 6. SIZE OF FACULTY AND SCOPE OF INSTRUCTION

The college of 200 students or less, with a single curriculum, shall maintain at least eight distinct departments, each having at least one person of professorial rank, giving full time to the college work of his department. The size of the faculty should bear a definite relation to the type of institution, the number of students, and the number of courses offered. With the growth of the student body the number of full-time teachers should be proportionately increased. The development of varied curricula shall involve the addition of further heads of departments.

A college of arts and sciences of approximately one hundred students should maintain at least eight separate departments, with at least one professor devoting his whole time to each department. The size of the faculty should bear a definite relation to the type of institution, the number of students, and the number of courses offered. With the growth of the student body, the number of full-time teachers should be correspondingly increased. The development of varied curricula should involve the addition of other heads of departments.

... and the number of separate departments not less than five (English, History, Foreign Language, Mathematics, Science). The number of teachers shall be not less than five employed specifically for college instruction, giving the major part of their time to college instruction.

A college of two hundred students or less should maintain at least eight separate departments with at least one professor devoting his whole time to this department. The size of the faculty should bear a definite relation to the type of institution, the number of students, and the number of courses offered. With the growth of the student body, the number of full-time teachers should be correspondingly increased. The development of varied curricula should involve the addition of other heads of departments.

## 7. SIZE OF INSTITUTION

No institution shall be admitted to the accredited list, or continued more than one year on such list, unless it has a regular college registration of at least 100 students. A notably small proportion of college students registered in the third and fourth years, continued over a period of several years, will constitute grounds for dropping an institution from the accredited list.

Association of Middle States  
and Maryland

## Northwest Association

## 6. SIZE OF FACULTY AND SCOPE OF INSTRUCTION

For a college of approximately 100 students in a single curriculum the faculty should consist of at least eight heads of departments devoting full time to college work. The size of the faculty should bear a definite relation to the type of institution, the number of students and the number of courses offered. With the growth of the student body the number of full-time teachers should be correspondingly increased. The development of varied curricula should involve the addition of further heads of departments.

The curricula should provide both for breadth of study and for concentration and should have justifiable relation to the resources of the institution. The number of departments and the size of the faculty should be increased with the development of varied curricula and the growth of the student body.

For a college of approximately 100 students in a single curriculum the faculty should consist of at least eight heads of departments devoting full time to college work. The size of the faculty should bear a definite relation to the type of institution, the number of students and the number of courses offered. With the growth of the student body the number of full-time teachers should be correspondingly increased. The development of varied curricula should involve the addition of further heads of departments.

The curriculum should provide both for breadth of study and concentration and should have justifiable relation to the resources of the institution, but there should be a minimum of five departments. This number of departments and the size of the faculty should be increased with the development of varied curricula and the growth of the student body.

For a normal school or teachers college of approximately eighty student the faculty should consist of at least eight heads of departments devoting full time to the work of the institution. With the growth of the student body the number of full-time teachers should be increased so as to preserve a ratio of teachers to students of from 1 to 12 to 1 to 15 (exclusive of teachers giving full time to elementary and secondary instruction in training departments).

## 7. SIZE OF INSTITUTION

### North Central Association

No junior college shall be accredited unless it has at least sixty students regularly registered in accordance with these standards. Of those enrolled at least one-third should be in the second year.

No institution shall be admitted to the approved list unless it has a total registration of at least 100 students from September to June whose preliminary preparation is the equivalent of at least graduation from a four-year high school.

### Southern Association

The number of regular college students shall be not less than sixty.

To be approved a college must have a total registration of at least one hundred students from September to June whose preliminary preparation is the equivalent of at least graduation from a four-year accredited high school.

## 8. THE TRAINING OF THE FACULTY

The minimum scholastic requirement of all teachers shall be graduation from a college belonging to this Association, or the equivalent. The training of the members of the faculty of professorial rank shall include at least two years of study in their respective fields of teaching in a recognized graduate school presumably including the Master's degree. For heads of departments, training should be equivalent to that required for the Ph. D. degree or should represent corresponding professional or technological training. The teacher's success is to be determined by the efficiency of his teaching as well as his research work. The college should be judged in large part by the ratio which the number of persons of professorial rank with sound training, scholarly achievement and successful experience as teachers, bears to the total number of the teaching staff.

The minimum scholastic requirement of all teachers of classes in the junior college shall be graduation from a college belonging to this Association, or an equivalent, and, in addition, graduate work in a university of recognized standing amounting to one year.

The minimum scholastic requirement of all teachers in such schools (except teachers of the so-called special subjects in elementary schools, including music, drawing and manual training, and assistants in the training school) shall be equivalent to graduation from a college belonging to this Association, supplemented by special training or experience, or both, of at least three years. Graduate study and training in research equivalent to that

The training of the members of the faculty of professorial rank should include at least two years of study in their respective fields of teaching in a fully organized and recognized graduate school. The training of the head of a department should be equivalent to that required for the doctor's degree or should represent a corresponding professional or technical training. A college will be judged in large part by the ratio which the number of persons of professorial rank with sound training, scholarly achievement and successful experience as teachers bears to the total number of the teaching staff. Honorary degrees are not recognized as a qualification for teachers.

The minimum scholastic requirements of teachers in the junior college shall be graduation from a standard college and in addition, graduate work amounting to one year at least in a graduate school of recognized standing. The courses taught by any teacher should be in the field of specialization represented by his graduate work.

(Identical with requirement for faculty training in standard colleges above.)

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No junior college should be accredited unless it has a registration of not less than fifty students.

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The college work should be the essential part of the curriculum. No junior college should be accredited unless it has a registration of 25 students if it offers but a single year, and 50 students if it offers more than a single year.

No normal school or teachers college should be accredited which has an enrollment of less than eighty students of college grade.

## 8. THE TRAINING OF THE FACULTY

The training of the members of the faculty of professorial rank should include at least two years of study in their respective fields of teaching in a recognized graduate school. It is desirable that the training of the head of a department should be equivalent to that required for the doctor's degree, or should represent a corresponding professional or technical training. A college should be judged in large part by the ratio which the number of persons of professorial rank with sound training, scholarly achievement and successful experience as teachers bears to the total number of the teaching staff.

(The tentative standard of the New England Association is the same as the above.)

Members of the teaching staff in regular charge of classes should have a baccalaureate degree and should have had not less than one year of graduate work in a recognized graduate school; in all cases efficiency in teaching as well as the amount of graduate work, should be taken into account.

The training of the members of the faculty of professorial rank should include at least two years of study in their respective fields of teaching in a recognized graduate school. It is desirable that the training of the head of a department should be equivalent to that required for the doctor's degree, or should represent a corresponding professional or technical training. A college should be judged in large part by the ratio which the number of persons of professorial rank with sound training, scholarly achievement and successful experience as teachers bears to the total number of teaching staff.

Members of the teaching staff in regular charge of classes must have at least a baccalaureate degree or the equivalent of this degree in special training and should have not less than one year of graduate work in a recognized graduate school; in all cases efficiency in teaching as well as the amount of graduate work should be taken into account.

The minimum scholastic requirement of all teachers (except teachers of the so-called special subjects in elementary schools, including music, drawing and manual training, and assistants in the training school) shall be equivalent to college graduation, supplemented by special training or experience, or both, of at least three years. Graduate study and training in research equivalent to that required

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required for the master's degree are urgently recommended, but the teacher's success is to be determined by the efficiency of his teaching, as well as by his research work.

## 9. THE TEACHING LOAD

The number of hours of classroom work given by each teacher will vary in different departments. To determine this, the amount of preparation required for the class and the amount of time needed for study to keep abreast of the subject, together with the number of students, must be taken into account. Teaching schedules, including classes for part-time students, exceeding 16 recitation hours or their equivalent per week, per instructor, will be interpreted as endangering educational efficiency.

The teaching schedule of instructors shall not exceed eighteen hours a week, fifteen hours is recommended as the maximum.

The average teaching program of a teacher in such schools shall not exceed 15 clock hours per week in actual teaching or the equivalent in class-room, laboratory, shop, or supervisory instruction.

Teaching schedules exceeding sixteen hours per week per instructor shall be interpreted as endangering educational efficiency. In general, two laboratory hours will be counted as equivalent to one recitation hour.

The average number of credit hours per week for each instructor shall not exceed sixteen hours of college work or eighteen hours if part of the work is done in high school.

(Identical with requirement for standard colleges above.)

## 10. SIZE OF CLASSES

Classes (exclusive of lectures) of more than thirty students should be interpreted as endangering educational efficiency.

Classes (exclusive of lectures) of more than thirty students shall be interpreted as endangering educational efficiency.

The class unit for instruction shall not exceed thirty students.

Classes (exclusive of lectures) of more than thirty students shall be interpreted as endangering educational efficiency.

The number of students in a class (except for lectures) shall not exceed thirty. It is recommended that the number of students in a class in foreign language shall not exceed twenty-five. The number of students in a laboratory section shall not exceed the number for which desk space and equipment have been provided.

(Identical with requirement for standard colleges above.)

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for the master's degree are urgently recommended, but the teachers success is to be determined by the efficiency of his teaching as well as by his research work.

## 9. THE TEACHING LOAD

Teaching schedules exceeding 16 hours per week per instructor . . . . . should be interpreted as endangering educational efficiency.

(Identical with requirement for standard colleges above.)

Teaching schedules exceeding 16 hours per week per instructor . . . . . should be interpreted as endangering educational efficiency.

The teaching schedule of instructors teaching junior college classes shall be limited to twenty-two hours per week; for instructors devoting their whole time to junior college classes eighteen hours should be the maximum.

Teaching schedules exceeding sixteen hours per week per instructor . . . . . should be interpreted as endangering educational efficiency. One hour and a half of laboratory, shop or supervisory instruction, or of regularly assigned administrative duties, should be reckoned as the equivalent of one teaching hour. When the same work is repeated in different sections, the increase in the load of instructor above the maximum just indicated should never exceed two teaching hours.

## 10. SIZE OF CLASSES

. . . . . classes (exclusive of lectures) of more than thirty students should be interpreted as endangering educational efficiency.

(Identical with requirement for standard colleges above.)

. . . . . classes (exclusive of lectures) of more than thirty students should be interpreted as endangering educational efficiency.

The limit of the number of students in a recitation or laboratory class in a junior college should be thirty.

(Identical with requirement for standard colleges above.)

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## 11. FINANCIAL SUPPORT

The college, if a corporate institution, shall have a minimum annual income of \$50,000 for its educational program, one-half of which shall be from sources other than payments by students, and an additional annual income of \$5,000, one-half of which shall be from sources other than payments by students, for each 100 students above 200. Such college, if not tax-supported, shall possess a productive endowment of \$500,000 and an additional endowment of \$50,000 for each additional 100 students above 200. Income from permanent and officially authorized educational appropriations of churches or church boards or duly recognized corporations or associations shall be credited to the extent actually received as 5% income toward the endowment requirement, but to an amount not exceeding the average annual income from such appropriation in the preceding five years, provided, however, that this shall not apply to more than the amount required in excess of \$300,000; and provided, further, that colleges electing to qualify under this interpretation be subject to annual review for accrediting.

The minimum annual operating income for the educational program of the junior college should be at least \$20,000, of which not less than \$10,000 should be derived from stable sources other than students' fees, such as public support, permanent endowments, or income from permanent and officially authorized educational appropriations of churches and church boards or duly recognized corporations or associations. Such latter income shall be credited to the extent actually received, but to an amount not exceeding the average income from such appropriations for the preceding five years.

Such schools shall receive an annual income for maintenance and operation of not less than \$50,000, or if less, at least \$150 per year per student in average attendance.

The college should have an annual income of not less than \$50,000 and if not tax-supported, an endowment of not less than \$500,000. The financial status of the college should be, however, judged in relation to its educational program.

The minimum annual operating income for the two years of junior college work should be \$20,000, of which not less than \$10,000 should be derived from stable sources other than students, such as public support or permanent endowment. Increase in faculty, student body, and scope of instruction should be accompanied by increase of income from such stable sources. The financial status of each junior college should be judged in relation to its educational program.

(Identical with requirement for standard colleges above.)

**Association of Middle States  
and Maryland****Northwest Association****11. FINANCIAL SUPPORT**

The minimum annual operating income for an accredited college, exclusive of payment of interest, annuities, etc., should be \$50,000, of which not less than \$25,000 should be derived from stable sources, other than students, preferably from permanent endowments. Increase in faculty, student body and scope of instruction should be accompanied by increase in income from endowment. The financial status of each college should be judged in relation to its educational program.

The minimum annual operating income for an accredited college should be \$50,000, of which not less than \$25,000 should be derived from stable sources, other than students, preferably from permanent endowments. Increase in faculty, student body and scope of instruction should be accompanied by increase in endowment. The financial status of each college should be judged in relation to its educational program.

The minimum annual operating income for the two years of junior college work should be \$20,000, of which not less than \$10,000 should be derived from stable sources other than students, such as public support or permanent endowments. Increase in faculty, student body, and scope of instruction should be accompanied by increase of income from such stable sources. The financial status of each junior college should be judged in relation to its educational program.

The minimum annual operating income for the two years of junior college work should be \$10,000, of which not less than \$5,000 should be derived from stable sources, other than students, preferably permanent endowments. Increase in faculty, student body, and scope of instruction should be accompanied by increase of income from such stable sources. The financial status of each junior college should be judged in relation to its educational program.

The minimum annual operating income for an accredited normal school or teachers college exclusive of payment of interest, annuities, etc., should be fifty thousand dollars, of which not less than twenty-five thousand dollars should be derived from stable sources other than students' fees.

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## 12. SALARIES

## No Standard

The average salary paid members of the faculties is an important consideration in determining the standing of an institution. It is recommended that the salary of full professors be not less than \$3,000 for nine months. The local cost of living and other factors should be taken into consideration.

Salaries shall be such as to insure employment and retention of well-trained and experienced teachers.

(Identical with requirement for standard colleges, omitting "for nine months.")

## 13. LIBRARY AND LABORATORIES

The college shall have a live, well-distributed, professionally administered library of at least 8,000 volumes exclusive of public documents, bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books and current periodicals. It is urged that such appropriation be at least five dollars per student registered.

The college shall be provided with a laboratory equipment sufficient to develop fully and illustrate each course announced.

The junior college shall have a live, well-distributed and efficiently administered library of at least 3,000 volumes, exclusive of public documents, selected with special reference to college work and with definite annual appropriation for the purchase of current books and periodicals. It is urged that such an appropriation be at least \$800.

The junior college shall be provided with laboratories fully equipped to illustrate each course offered.

Such schools shall be provided with library and laboratory equipment sufficient to develop adequately and to illustrate each course announced.

The college should have a live, well-distributed, professionally administered library of at least 8,000 volumes, exclusive of public documents, bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books in keeping with the curriculum.

The laboratory equipment shall be adequate for all the experiments called for by the courses offered in the sciences, and these facilities shall be kept up by means of an annual appropriation in keeping with the curriculum.

The junior college shall have a modern, well-distributed, catalogued, and efficiently administered library of at least 2,500 volumes, exclusive of public documents, selected with special reference to college work, and with a definite annual appropriation for the purchase of books and periodicals. It is urged that such an appropriation be at least \$500.

The laboratories shall be adequately equipped for individual instruction in courses offered and an annual income for their upkeep provided. It is recommended that a school with a limited income be equipped for good work in one or two sciences and not attempt work in others.

(Identical with requirement for standard colleges above.)

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## 12. SALARIES

No Standard

No Standard

## 13. LIBRARY AND LABORATORIES

A college should have a live, well distributed, professionally administered library of at least 8,000 volumes, exclusive of public documents, bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books.

(For mere reference to "laboratories" see standard on *Plant* below.)

A college should have a live, well-distributed, professionally administered library of at least 8,000 volumes, exclusive of public documents, bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books.

(For mere reference to "laboratories" see standard on *Plant* below.)

(For mere reference to "libraries" and "laboratories" see standard on *Plant* below.)

(For mere reference to "libraries" and "laboratories" see standard on *Plant* below.)

A normal school or teachers college should be provided with library and laboratory equipment sufficient to develop adequately and to illustrate each course offered.

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## 14. PLANT

The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

(Identical with requirement for standard colleges above.)

The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus and methods of cleaning shall be such as to insure hygienic conditions for students and teachers.

(Identical with requirement for standard colleges above.)

## 15. SEPARATION OF COLLEGE AND SECONDARY CLASSES

A college should not maintain a secondary school as part of its college organization.

The college may not maintain a preparatory school as a part of its college organization. In case such a school is maintained under the college charter, it must be kept rigidly distinct and separate from the college in students, faculty, buildings, and discipline.

(See Standard 4, *Graduation*, above.)

Where a junior college and high school are maintained together, the high school shall have been accredited by this Association. The students shall be taught in separate classes, no high school student being admitted to any college courses.

## 16. GENERAL EFFICIENCY

The character of the curriculum, the efficiency of the instruction and the scientific spirit, the standard for regular degrees, conservatism in granting honorary degrees, and the tone of the institution shall be factors in determining eligibility for accrediting.

The character of the curriculum, the efficiency of instruction, the scientific spirit, the soundness of scholarship, the standard for regular degrees, the conservatism in granting honorary degrees, the character of its publicity, and the tone of the institution shall also be factors in determining its standing.

The character of the curriculum, the efficiency of instruction, the scientific spirit, and the tone of the institution shall be factors in determining eligibility for accrediting.

The character of the curriculum, efficiency of instruction, and spirit of the institution shall be factors in determining its standing.

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## 14. PLANT

The material equipment and upkeep of a college, including its buildings, lands, laboratories, apparatus, and libraries, and their efficient operation, in relation to its educational program, should also be considered when judging an institution.

(Identical with requirement for standard colleges above.)

The material equipment and upkeep of a college, its buildings, lands, laboratories, apparatus and libraries, and their efficient operation in relation to its educational program, should also be considered when judging an institution.

The material equipment and upkeep of a junior college, its buildings, lands, laboratories, apparatus and libraries should be judged by their efficiency in relation to the educational program.

The location and construction of buildings, the lighting, heating and ventilation of rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning, shall be such as to insure hygienic conditions for students and teachers.

## 15. SEPARATION OF COLLEGE AND SECONDARY CLASSES

A college should not maintain a preparatory school as part of its college organization. If such a school is maintained under the college charter it should be kept rigidly distinct and separate from the college in students, faculty, buildings and discipline.

A college should not maintain a preparatory school as a part of its college organization. If such a school is maintained under the college charter it should be kept rigidly distinct and separate from the college in students, faculty, buildings, and discipline.

## 16. GENERAL EFFICIENCY

In determining the standing of a college emphasis should be placed upon the character of the curriculum, the efficiency of instruction, the standard for regular degrees, the conservatism in granting honorary degrees, the tone of the institution and its success in stimulating and preparing students to do satisfactory work in recognized graduate, professional, or research institutions.

In determining the standing of a college emphasis should be placed upon the character of the curriculum, the efficiency of instruction, the standard for regular degrees, the conservatism in granting honorary degrees, the tone of the institution and its success in stimulating and preparing students to do satisfactory work in recognized graduate, professional, or research institutions.

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The character of the curriculum, the efficiency of instruction, the professional spirit, and the tone of the institution shall also be factors in determining eligibility.

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(Identical with requirement for standard colleges above.)

## 17. PREPARATION OF STUDENTS FOR ADVANCED STUDY

The college shall be able to prepare its graduates to enter recognized graduate schools as candidates for the advanced degrees.

The institution must be able to prepare its students to enter recognized graduate, professional, or research institutions as candidates for advanced degrees. In evidence statistics of the records of the graduates of the college in graduate or professional schools shall be filed with the Commission on Institutions of Higher Education on demand.

## 18. PROFESSIONAL AND TECHNICAL DEPARTMENTS

When an institution has, in addition to the college of liberal arts, professional or technical schools or departments, the college of liberal arts shall not be accepted for the approved list of the Association unless the professional or technical departments are of an accepted grade.

When the institution has, in addition to the college of arts and science, professional or technical departments, the college of arts and science shall not be accepted for the approved list of the Association unless the professional or technical departments are of approved grade, national standards being used when available.

## 19. EXTRA-CURRICULAR ACTIVITIES

Any form of financial aid to athletes, or a free training table for athletes, renders an institution ineligible for accrediting.

The proper administration of athletics, amusements, fraternities, and all other extra-curricular activities is one of the fundamental tests of a standard college.

*Athletics.* The college members of the Association will be expected to make regular reports on their supervision of athletics, showing that the latter are on a clean and healthy basis, that they do not occupy an undue place in the life of the college, and that strict eligibility and scholarship requirements are enforced. Professionalism or commercialism in athletics shall disqualify a college from membership in the approved list of the Association, and no college that places its chief emphasis upon intercollegiate athletics to the detriment of scholarship will be placed on the approved list.

(Identical with requirement for standard college above.)

(Identical with first paragraph of requirement for standard college above.)

(Identical with requirement for standard college above.)

(Identical with requirement for standard college above.)

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## 20. PRACTICE TEACHING AND OBSERVATION IN TEACHERS COLLEGES

Such schools shall provide adequate facilities for practice teaching and observation.

The college shall provide adequate facilities for practice teaching and observation.

A normal school or teachers college should provide adequate facilities for observation and practice teaching, making this work the integrating and dominant aspect of the curriculum. (Here follow several details recited in the accompanying discussion of these standards.)

## Northwest Association

21. TRANSFER OF CREDITS BETWEEN  
ACCREDITED INSTITUTIONS

Completion of a two-year curriculum in a standard normal school or teachers college should be accredited at full value in a college or university either for work in arts and science or for work in the school of education. Further recognition of credits should be based on a careful consideration of the sequence, the length and the advanced character of the academic courses pursued in the normal school or teachers college.

22. RECOMMENDATIONS TO COLLEGES  
AND UNIVERSITIES OFFERING PRO-  
FESSIONAL COURSES FOR  
TEACHERS

No college of liberal arts or university should be accredited as an institution for the professional training of teachers unless it has at least one professor giving his whole time to work in teacher training for every thirty students enrolled in such courses.

A college or university offering professional instruction for teachers should have adequate facilities for observation and practice teaching.

The strictly professional courses offered by such colleges and universities for the training of teachers should be extended over a period of at least one whole year.

